

Grades 7-12 Intermediate Levels 3 & 4 ESL Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Grades 7-12 Intermediate Levels 3 & 4 ESL Curriculum	
Content Area: Reading, Writing, Speaking, Listening	
Course Title: ESL	Grade level: 7-12th
Unit 1: Getting Started, Journeys, Hidden Forces	Dates for Units: September - November
Unit 2: Play Ball! & Family Ties	Dates for Units: November - January
Unit 3: The Power of Words & Exploring Senses	Dates for Units: January - March
Unit 4: The World of Plants & Wings	Dates for Units: April - June
Date Created: 07/2020	Board Approved On: 8/27/20

Lower Cape May Regional School District ESL Curriculum Unit 1 Overview	
Content Area: ESL	
Unit Title: Introduction – Getting Started, Journeys, Hidden Forces	
Target Course/Grade Level: Intermediate / 7-12th grade	
Unit Summary: Introducing basic concepts through scripts and audio support, and provide speaking and listening practice in essential classroom communication skills. A starting point for building understanding of key concepts and language.	

Pearson Longman – Keystone: Building Bridge

Numbers and Letters

Days and Months

Directions

Classroom Objects

Language Arts: Reading and Writing

Social Studies: Maps and Timelines

Science: Matter and Ecosystems

Mathematics: Operations and World Problems; Fractions, Decimals, and Percents

Health & Fitness: Your Body and Keeping Healthy

Pearson Longman – Keystone: Building Bridge – Unit 1: Journeys

Reading 1: Informational Text/ Social Studies “Nomads”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Preview

Focus: Reading Purpose: *What do the pictures and headings tell you about nomads?*

Review & Practice: Retell & Review and Comprehension

Extension: Use Visual – Students examine photographs and compare and contrast different kinds of shelters

Reading 2: Folktale and Play Studies “Jewel In The Sand”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Draw Conclusions

Focus: Reading Purpose: *As you read, think about how characters act. What conclusions can you draw about them?* & Play Version of Folktale

Review & Practice: Retell & Review and Comprehension

Extension: Use Visual – Students analyze and discuss a chart, then do research and create a poster.

Connect to Writing: Grammar-Articles and Journal Entry

Reading 3: Informational Text / Social Studies “The U.S. Camel Corps”

Prepare To Read: What You Will Learn: Students preview lesson objectives, Connect to Vocabulary (synonyms/antonyms), and Connect to Reading (draw conclusions and text structure)

Focus: Reading Purpose and Discuss

Connect to Writing: Writing: Writing Genres – Students learn about the characteristics of the letters, e-mails, and editorials and determine which genre to use given different situations

Pearson Longman – Keystone: Building Bridge – Unit 2: Hidden Forces

Reading 1: Legend and Play “The Trojan Horse”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Look For Problems and Solutions

Focus: Reading Purpose: *Read to find out how the Greeks solved their problem with the Trojans.* Play version of Legend.

Review & Practice: Retell & Review and Comprehension

Extension: Myth - Students read about the Greek god Poseidon

Reading 2: Informational Text/Science “Earthquakes”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Look for Causes and Effect

Focus: Reading Purpose: *Read the selection to learn about the causes and effects of earthquakes.*

Review & Practice: Retell & Review and Comprehension

Extension: Models – Students learn about models and create their own model

Connect to Writing: Grammar-The Simple Past Tense and Writing: Write a Personal Narrative

Reading 3: Informational Text/Science “Oil Drilling and Earthquakes”

Prepare To Read: What You Will Learn: Students preview lesson objections, Connect to Vocabulary (roots/cognates), and Connect to Reading (visuals in Informational Articles and Main Ideas/Details)

Focus: Reading Purpose: *As you read, think about how characters act. What conclusions can you draw about them?* & Play Version of Folktale

Review & Practice: Retell & Review and Discuss

Connect to Writing: Writing – Write an Informational Article

Interdisciplinary Connections:

- English Language Arts Science
- Mathematics Social Studies

21st Century Themes, Skills, and Standards:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

WIDA Standards incorporate Reading, Writing, Listening, and Speaking domains based on:

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

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)
2. Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn taking)
3. Identify needed resources or supplies for activities from pictures and oral statements (e.g., pencils, paper, and

- computers).
4. Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)
 5. Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)
 6. Search for topics on websites, in libraries or other sources with a partner from list
 7. Classify topics identified on websites or other sources (e.g., class generated list) with a partner
 8. Classify topics identified on websites or other sources (e.g., class generated list) with a partner
 9. Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)
 10. Identify sentence level information on socially related topics from illustrated text (e.g., in advertisements or instructions)
 11. Identify sentence level information on socially related topics from illustrated text (e.g., in advertisements or instructions)
 12. Make lists associated with school life from visuals and word/ phrase banks (e.g. subjects, classes, activities)
 13. Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)
 14. Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)

B. Interpersonal Mode (direct oral or written communication)

Give and follow simple oral directions, commands, and requests for participating in age appropriate classroom and cultural activities.

1. Respond to and offer greetings, compliments, introductions or farewells with teacher's or peers in L1 and L2
2. Respond to WH-questions or commands based on oral instructions or visually supported assignment
3. Ask questions or exchange information with teachers or peers in L1 and L2
4. Ask questions or exchange information with teachers or peers in L1 and L2
5. Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)
6. Comprehend brief oral exchanges on familiar topics.
7. Grade level appropriate science topics (e.g., weather and seasons)

C. Presentational Mode (spoken or written communication for an audience)

1. Respond to requests or invitations supported visually using words and polite phrases
2. Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register
3. Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)
4. Copy/write words, phrases, or simple guided texts on familiar topics.
5. Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)

Learning Targets

CPI #

Cumulative Progress Indicators (CPI) for Unit

L.7-12.1. L.7-12.4 L.7-12.4, 4.c	Pearson Longman – Keystone: Building Bridge – Unit 1: Journeys and Unit 2: Hidden Forces learning activities	
RL.7-12.1 RL.7-12.4	Pearson Longman – Keystone: Building Bridge – Unit 1: Journeys and Unit 2: Hidden Forces learning activities	
SL.7-12.1 SL.7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 1: Journeys and Unit 2: Hidden Forces learning activities	
Unit Enduring Questions: <ul style="list-style-type: none"> • How does where I live shape who am I? • Why should I learn another language? • How do I best learn another language? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Positive attitude • Consistent participation • Mastery of vocabulary • Developmentally appropriate pronunciation 	
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> • compare and contrast themselves with their peers in the target culture • demonstrate knowledge of beginning grammar, usage, and sentence structure and appropriate punctuation • demonstrate appropriate social skills in a group setting • organize ideas and communicate verbal or non-verbal messages 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> • Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. • Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • Copy/write words, phrases, or simple guided texts on familiar topics. • Recognize common gestures, intonation, and other visual or auditory cues of the target culture. • Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions. Exchange information using 	

	<p>words, phrases, and</p> <ul style="list-style-type: none"> • short sentences practiced in class on familiar topics or topics studied in other core content areas
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<p>Lower Cape May Regional School District ESL Curriculum Unit 2 Overview</p>
<p>Content Area: ESL</p>
<p>Unit Title: Play Ball! & Family Ties</p>
<p>Target Course/Grade Level: Intermediate / 7-12th grade</p>
<p>Unit Summary: Develop the ability to transfer and apply newly acquired skills to new academic task. Progress monitoring checks ensure students are mastering concepts before moving on to higher-level academic skills.</p> <p>Pearson Longman – Keystone: Building Bridge – Unit 3: Play Ball!</p> <p><u>Reading 1: Informational Text/Social Studies “The Bouncing Ball”</u> Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Ask Questions Focus: Reading Purpose: <i>As you read, ask yourself questions about the text</i> Review & Practice: Retell & Review and Comprehension Extension: Use visuals – students look at photographs of objects and analyze what the artifacts reveal about their culture.</p> <p><u>Reading 2: Biography and Play “Roberto Clemente”</u> Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Understand Chronological Order Focus: Reading Purpose: <i>As you read, look for time phrases that tell when events happen</i> and play</p>

version presented

Review & Practice: Retell & Review and Comprehension

Extension: Games – Students research their favorite games, create a poster, and present their work to the class

Connect To Writing: Grammar – Information Questions, Write a Biographical Narrative about a hero by using a timeline to write.

Reading 3: Biography and Play “Personal Essay: My Life in the Desert”

Prepare To Read: What you will learn – preview objectives, Connect to Vocabulary (word meanings/histories), and Connect to Reading (literary nonfiction)

Focus: Reading Purpose: *As you read, look for facts, personal examples, and sensory details* and discuss

Connect To Writing: Writing-Revise Your Writing: Students learn about revising to meet a purpose, address an audience, add figurative language, and follow genre rules.

Pearson Longman – Keystone: Building Bridge – Unit 4: Family Ties

Reading 1: Folktale and Play “The Clever Daughter-in-Law”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Predict

Focus: Reading Purpose: *As you read, see if you can predict the ending of the story*

Review & Practice: Retell & Review and Comprehension

Extension: Cultural traditions – Students read about a Chinese cultural tradition and then discuss festivals from their home country

Reading 2: Informational Text/Science “Family Traits”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Reread

Focus: Reading Purpose: *Read the text slowly, reread any parts you don’t understand*

Review & Practice: Retell & Review and Comprehension

Extension: Create a visual – students complete an outline of a family tree

Connect to writing: Grammar – Adverbs, Writing – Write a Personal Letter (students use a *wh*- question chart to plan a personal letter and use it to write.

Pearson Longman – Keystone: Building Bridge – Unit 3: Play Ball!

Reading 3: Informational Text/Social Studies “Say Yes to Daytime Curfew” “Say No to Daytime Curfew”

Prepare To Read: What you will learn – preview objectives, Connect to Vocabulary (common sayings and expressions), and Connect to Reading (opinions and evidence)

Focus: Reading Purpose: *Have the authors used facts to form their opinions? Are the opinions substantiated or unsubstantiated?* and discuss

Connect To Writing: Writing-Revise Your Writing: Students learn the importance of revision in the writing process

Interdisciplinary Connections:

- English Language Arts Science
- Social Studies

21st Century Themes, Skills, and Standards:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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.

WIDA Standards incorporate Reading, Writing, Listening, and Speaking domains based on:

- WIDA Standard 1 – Social and Instructional Language
- WIDA Standard 2 – Language of Language Arts
- WIDA Standard 4 – Language of Science
- WIDA Standard 5 – Language of Social Studies

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Match familiar symbols, words or phrases with the use of visual and word bank
2. Identify prepositions when presented with task of labeling
3. Make inferences to support interpretation of reading

B. Interpersonal Mode (direct oral or written communication)

1. Identify words or phrases associated with reading using visual support
2. Respond to literal questions that involve figures of speech from visually supported phrases
3. Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)

C. Presentational Mode (spoken or written communication for an audience)

1. Engage with *yes/no* questions using present and past tense
2. Analyze and share visuals presented
3. Use *wh-* question chart to draft personal letter

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7-12.2 L.7-12.4 L.7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 3: Play Ball! and Unit 4: Family Ties learning activities
L.7-12.5	Pearson Longman – Keystone: Building Bridge – Unit 3: Play Ball!

SL.7-12.1 SL.7-12.2 SL.7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 3: Play Ball! and Unit 4: Family Ties learning activities	
W.7-12.1 W.7-12.2.d W.7-12.4	Pearson Longman – Keystone: Building Bridge – Unit 3: Play Ball! and Unit 4: Family Ties learning activities	
Unit Enduring Questions: <ul style="list-style-type: none"> • How does where I live shape who am I? • Why should I learn another language? • How do I best learn another language? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Positive attitude • Consistent participation • Mastery of vocabulary • Developmentally appropriate pronunciation 	
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> • compare and contrast themselves with their peers in the target culture • demonstrate knowledge of beginning 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> • Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. 	

<p>grammar, usage, and sentence structure and appropriate punctuation</p> <ul style="list-style-type: none"> • demonstrate appropriate social skills in a group setting • organize ideas and communicate verbal or non-verbal messages 	<ul style="list-style-type: none"> • Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • Copy/write words, phrases, or simple guided texts on familiar topics. • Recognize common gestures, intonation, and other visual or auditory cues of the target culture. • Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas • Reproduce a variety of tangible products typical of the target culture(s).
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**Lower Cape May Regional School District ESL Curriculum
Unit 3 Overview**

Content Area: ESL

Unit Title: The Power of Words & Exploring The Senses

Target Course/Grade Level: Intermediate / 7-12th

Unit Summary:

Critical content-based vocabulary is explicitly taught with multiple opportunities to practice using in a variety of contexts.

Pearson Longman – Keystone: Building Bridge – Unit 5: The Power of Words

Reading 1: Informational Text/Social Studies “Early Writing”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Take Notes

Focus: Reading Purpose: *As you read, look for important ideas. Write them in your notebook. Look at your notes after you finish*

Review & Practice: Retell & Review and Comprehension

Extension: Analyzing Early Writing – Students review photographs of other early writing and discuss and research them

Reading 2: Folktale and Play “The Great Minu”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Understanding Irony

Focus: Reading Purpose: *As you read, think about how the writer uses irony* and Play version

Review & Practice: Retell & Review and Comprehension

Extension: Use visuals – students study photographs of kente cloth designs, then create one of their own

Connect to Writing: Grammar – Pronouns, Writing – Writing notes for a Report

Reading 3: Informational Text/Social Studies “The Great Society”

Prepare To Read: What you will learn – preview objectives, Connect to Vocabulary (connotation), and Connect to Reading (main idea/details, author’s purpose, speeches)

Focus: Reading Purpose and discuss

Connect To Writing: Writing-Editing – write and use edit checklist for revisions

Pearson Longman – Keystone: Building Bridge – Unit 6: Exploring The Senses

Reading 1: Fable and Play “The Blind Men and The Elephant”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Making Inferences

Focus: Reading Purpose: *As you read, make inferences and guess the moral of the story* and Play version

Review & Practice: Retell & Review and Comprehension

Extension: Poem – students read “Rain Poem” and identify the use of similes

Reading 2: Informational Text/Science “Animal Senses”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Find Main Ideas

Focus: Reading Purpose: *As you read, look for main ideas in each section*

Review & Practice: Retell & Review and Comprehension

Extension: Poem – students read “Wings” and describe the senses they used while reading

Connect to Writing: Grammar – Adjectives and Writing a descriptive paragraph using sensory details chart

Reading 3: Poetry “Tiny Giant”

Prepare To Read: What you will learn – preview objectives, Connect to Vocabulary (analogies), and Connect to Reading (structure and elements of poetry)

Focus: Reading Purpose and discuss

Connect To Writing: Writing- Poem writing using poem chart and graphic organizer to construct writing

Interdisciplinary Connections:

- English Language Arts Science
- Social Studies

21st Century Themes, Skills, and Standards:

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

WIDA Standards incorporate Reading, Writing, Listening, and Speaking domains based on:

- WIDA Standard 1 – Social and Instructional Language
- WIDA Standard 2 – Language of Language Arts
- WIDA Standard 4 – Science
- WIDA Standard 5 – Social Studies

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7-12.1 L.7-12.4 L. 7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 5: The Power of Words and Unit 6: Exploring The Senses
L.7-12.3 L.7-12.5	Pearson Longman – Keystone: Building Bridge –Unit 6: Exploring The Senses
RL. 7-12.1 RL.7-12.2 RL.7-12.4	Pearson Longman – Keystone: Building Bridge – Unit 5: The Power of Words and Unit 6: Exploring The Senses
SL.7-12.1 SL.7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 5: The Power of Words and Unit 6: Exploring The Senses
W.7-12.4 W.7-12.5	Pearson Longman – Keystone: Building Bridge – Unit 5: The Power of Words and Unit 6: Exploring The Senses

W.7-12.10	
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How does where I live shape who am I? • Why should I learn another language? • How do I best learn another language? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Positive attitude • Consistent participation • Mastery of vocabulary • Developmentally appropriate pronunciation
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • compare and contrast themselves with their peers in the target culture • demonstrate knowledge of beginning grammar, usage, and sentence structure and appropriate punctuation • demonstrate appropriate social skills in a group setting • organize ideas and communicate verbal or non-verbal messages 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. • Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • Copy/write words, phrases, or simple guided texts on familiar topics. • Recognize common gestures, intonation, and other visual or auditory cues of the target culture. • Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas • Reproduce a variety of tangible products

	typical of the target culture(s).
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Lower Cape May Regional School District ESL Curriculum Unit 4 Overview
Content Area: ESL
Unit Title: The World of Plants & Wings
Target Course/Grade Level: Intermediate / 7-12th
<p>Unit Summary:</p> <ul style="list-style-type: none"> Development through units will allow for logical, systematic sequence to sharpen writing skills. Incorporating extensive use of modeling, and providing plenty of practice will allow concept application in follow-up writing activities, ensuring retention. <p>Pearson Longman – Keystone: Building Bridge – Unit 7: The World of Plants</p> <p><u>Reading 1: Informational Text/Science “Amazing Plants”</u> Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Use Diagrams Focus: Reading Purpose: <i>As you read, look carefully at the diagrams that go with the text</i> Review & Practice: Retell & Review and Comprehension Extension: Folk Song – students read, listen to, and sing “The Garden Song”</p> <p><u>Reading 2: Myth and Play “Apollo and Daphne”</u> Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Visualize Focus: Reading Purpose: <i>As you read, visualize the people, places, and events</i> and Play version Review & Practice: Retell & Review and Comprehension Extension: Song – students read, listen to, and sing “The Giant Silent Redwood” Connect to Writing: Grammar – The comparative form of adjectives, write a comparison</p> <p><u>Reading 3: Play “The Horse’s Friend”</u></p>

Prepare To Read: What you will learn – preview objectives, Connect to Vocabulary (roots from other languages), and Connect to Reading (archetypes and motifs)

Focus: Reading Purpose and discuss

Connect To Writing: Writing- Plan theme and mood to construct a script

Pearson Longman – Keystone: Building Bridge – Unit 8: Wings

Reading 1: Informational Text/Social Studies “Bessie Coleman, American Flyer” and “The Big Sky”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Summarize

Focus: Reading Purpose: *As you read, summarize each section*

Review & Practice: Comprehension

Reflection and Discussion

Connect to Writing: Grammar – imperatives and write instructions

Reading 2: Poetry “Aaron’s Gift” and “Cher Ami –World War I Hero”

Prepare To Read: Background Fun Fact, Vocabulary, Reading Strategy: Understanding an Author’s Purpose

Focus: Reading Purpose: *As you read, think about the author’s purpose for writing this story*

Review & Practice: Comprehension

Extension: Research – students study how to help animals

Discussion & Reflection

Connect to Writing: Grammar – subject-verb agreement (simple present) and writing a review

Reading 3: Short Story “The Goat and the Bee”

Prepare To Read: What you will learn – preview objectives, Connect to Vocabulary (foreign words and phrases), and Connect to Reading (figurative language, procedural texts, genres, fiction and point of view)

Focus: Reading Purpose and discuss

Connect To Writing: Writing- Plan plot and characters to construct a short story

Interdisciplinary Connections:

- Language Arts Social Studies
- Science

21st Century Themes, Skills, and Standards:

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

WIDA Standards incorporate Reading, Writing, Listening, and Speaking domains based on:

- WIDA Standard 1 – Social and Instructional Language

- WIDA Standard 2 – Language of Language Arts
- WIDA Standard 4 – Language of Science
- WIDA Standard 5 – Social Studies

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7-12.4 L.7-12.4.c-d L.7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 7: The World of Plants and Unit 8: Wings
L.7-12.5-6 L.7-12.5.a	Pearson Longman – Keystone: Building Bridge –Unit 8: Wings
RL.7-12.5 RL.7-12.10	Pearson Longman – Keystone: Building Bridge –Unit 8: Wings
SL.7-12.1 SL.7-12.3 SL.7-12.6	Pearson Longman – Keystone: Building Bridge – Unit 7: The World of Plants and Unit 8: Wings
W.7-12.4 W.7-12.5 W.7-12.10	Pearson Longman – Keystone: Building Bridge – Unit 7: The World of Plants and Unit 8: Wings

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How does where I live shape who am I? • Why should I learn another language? • How do I best learn another language? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Positive attitude • Consistent participation • Mastery of vocabulary • Developmentally appropriate pronunciation
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • compare and contrast themselves with their peers in the target culture • demonstrate knowledge of beginning grammar, usage, and sentence structure and appropriate punctuation • demonstrate appropriate social skills in a group setting • organize ideas and communicate verbal or non-verbal messages 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. • Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. • Copy/write words, phrases, or simple guided texts on familiar topics. • Recognize common gestures, intonation, and other visual or auditory cues of the target culture. • Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions. Exchange information using

	<p>words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas</p> <ul style="list-style-type: none">• Reproduce a variety of tangible products typical of the target culture(s).
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Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:

Formative Assessment

- Short Quizzes
- Participation in TPRS stories
- One sentence summaries
- Teacher observations
- Thumbs up/down
- Exit Questions
- Group Work Updates
- Idea Webs
- Daily Warm Up Review Questions
- Review Games
- Reflective Journals
- Yes/No/Maybe cards
- Individual Conferences
- KWL charts/Cornell Notes and
- Summaries

Summative Assessment Utilized throughout Units:

- ACCESS 2.0 for ELLs (annual testing to assess second language acquisition, focuses on four domains; reading, writing, speaking, and listening)
- QBA's

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring

- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications
- Adding time
- Providing alternate versions
- Reading directions aloud
- Breaking assignment into parts
- Repeating, clarifying, or rewording directions
- Provide visual cues
- Allow student to orally respond to questions.
- Frequently check for understanding
- Re-take or re-do assignments
- Allow use of dictionaries and translators
-

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

<https://www.state.nj.us/education/modelcurriculum/ela/exemplars/>

<https://www.state.nj.us/education/aps/cccs/ELL.htm>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Project-based Learning Tasks:

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will

develop proficiency with MLA or APA format as applicable.

- <https://www.mla.org/>
- <https://owl.english.purdue.edu/owl/resource/747/2/>

Technology:

Chromebook and Google Suite

www.newsela.com

www.readworks.org

www.grahn4language.com

http://www.uni.edu/becker/TESOL_ESL2.html (Links)

<http://www.csun.edu/~hcedu013/eslplans.html> (ESL Lesson Plans and Resources)

<http://iteslj.org/> (Internet TESL Journal)

<http://www.pdictionary.com/?lang=&letter=d> (Internet Picture Dictionary)

<http://www.englishclub.com/index.htm>

<http://owl.english.purdue.edu/handouts/esl/index.html#exercises>

<http://www.manythings.org/> (Interesting Things for ESL Students)

<http://www.gigglepoetry.com/poetryfun/poetryfun.html>

<http://www.enchantedlearning.com/Rhymes.html>

<http://www.lovetolearnplace.com/Curriculum/Literary/Onomatopoeia.html>

Mrs. Hurley's ESL website: www.mrshurleysesl.com

Children's Literature Web Guide - www.ucalgary.ca/~dkbrown/index.html

Breaking News English - www.BreakingNewsEnglish.com/

Dave's ESL Cafe - www.eslcafe.com

English Language Resource Center -

www.bergen.edu/library/learning/english/index.asp

ESL Gold - www.eslgold.com

ESL Home Page - www.lang.uiuc.edu/r-li5/esl

Learn English Feel Good - www.learnenglishfeelgood.com/

ESL Teachers Board - www.eslteachersboard.com/

Everything ESL - www.everythingESL.net

1-Language.com - www.1-language.com

Repeat After Us - repeatafterus.com/

Learning Vocabulary Can Be Fun - www.vocabulary.co.il

SpellingCity.com - www.SpellingCity.com

Activities for ESL – a4esl.org

English as a Second Language - www.rong-chang.com/

English Gold - www.eslgold.com/

Professor Meloni's ESL Page - home.gwu.edu/~meloni/eslstudyhall/

ESL Wonderland - www.eslwonderland.com/
Karen's ESL Partyland - www.eslpartyland.com/students/inter.htm
ESL Activities Online - www.celta.on.ca/EAOnline/index.html
Englishclub.com - www.englishclub.com
1-language.com's ESL Center - www.1-language.com
English Corner - www.angelfire.com/wi3/englishcorner
ENGLISH online - eleaston.com
English Language Centre Study Zone -
web2.uvcs.uvic.ca/elc/studyzone/index.htm
Free English - www.free-english.com
EnglishLearner.com - www.englishlearner.com/tests/test.html
English Exercises Online
wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/welcome.html
Interesting Things for ESL Students - www.manythings.org
Learn English Feel Good - www.learnenglishfeelgood.com

Resources:

Ancillary resources and materials used to deliver instruction are included below:

- Pearson Longman. Keystone: Building Bridges. English Learning System Series.
- Pearson Longman. Phonics and Word Analysis.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.

<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p>Curriculum development Resources/Instructional Materials:</p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> ● All resources and curriculum materials listed above in units above 	
<p>Board of Education Approved Text(s)</p>	
<ul style="list-style-type: none"> ● List BOE Approved text here 	