

# Grades 7-12 Novice Levels 1 & 2

## 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 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> 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.

<b>Lower Cape May Regional School District Grades 7-12 Novice Levels 1 &amp; 2 ESL Curriculum</b>	
<b>Content Area: Reading, Writing, Speaking, Listening</b>	
<b>Course Title: ESL</b>	<b>Grade level: 7-12<sup>th</sup></b>
<b>Unit 1: Getting Started, New Beginnings</b>	<b>Dates for Units: September - November</b>
<b>Unit 2: At School &amp; At Home</b>	<b>Dates for Units: November - January</b>
<b>Unit 3: Around Town &amp; Friends and Family</b>	<b>Dates for Units: January - March</b>
<b>Unit 4: Feelings &amp; Hobbies</b>	<b>Dates for Units: April - June</b>
<b>Date Created: 07/2020</b>	<b>Board Approved On: 8/27/20</b>

<b>Lower Cape May Regional School District ESL Curriculum Unit 1 Overview</b>
<b>Content Area: ESL</b>
<b>Unit Title: Introduction – Getting Started, New Beginnings</b>
<b>Target Course/Grade Level: Novice / 7-12<sup>th</sup> grade</b>
<p><b>Unit Summary:</b>          Introducing basic concepts through scripts and audio support, and provide speaking and listening practice in essential classroom communication skills.</p> <p><b>Pearson Longman – Keys To Learning - Introduction</b>          Alphabet and Sounds          Introductions and Interactions          Classroom Objects and Commands</p>

Colors, Shapes, Weather

Numbers 1-100

Time

Days of Week – Months of Year and Dates

**Pearson Longman – Keys To Learning – New Beginnings**

**Chapter 1: What's your name?**

**Vocabulary/Word Study:** The Alphabet, Consonants, and Vowels; Alphabetical order; Use a dictionary

**Grammar:** Pronouns – Present tense of *be* (statements, *yes/no* questions)

**Reading:** “A New School”

**Writing:** A writing depiction of yourself

**Listening and Speaking:** A presentation of yourself

**Chapter 2: What classes do you have?**

**Vocabulary/Word Study:** Short vowel and long vowel sounds; Syllables

**Grammar:** Present tense of *have* (statements, *yes/no* questions); Plural nouns; Possessive adjectives

**Reading:** “I Know The Answer!”

**Writing:** A writing depiction about a favorite class

**Listening and Speaking:** A presentation about a favorite class

**Chapter 3: This is a calculator.**

**Vocabulary/Word Study:** Short vowel sounds: /a/, /i/, and /o/

**Grammar:** Articles *a* and *an*; Demonstrative pronouns (*this*, *that*, *these*, and *those*)

**Reading:** “Carlos’s Backpack”

**Writing:** A writing depiction of things you carry in your backpack

**Listening and Speaking:** About things in your backpack

**Across The Curriculum**

**Solving Word Problems (Mathematics in Everyday Life):** *Change the question into a statement and Find the numbers you need.*

**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.1:** Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

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

**9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.

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

**9.4.2.TL.5:** Describe the difference between real and virtual experiences.

**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

#### **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.	<b>Pearson Longman – Keys To Learning – New Beginnings learning activities</b>
L.7-12.3	<b>Pearson Longman – Keys To Learning – Introduction learning activities</b>
L.7-12.4, 4.c	<b>Pearson Longman – Keys To Learning – New Beginnings learning activities</b>
L.7-12.6	<b>Pearson Longman – Keys To Learning – Introduction learning activities</b>
RL.7-12.2 RL.7-12.4 RL. 7-12.10 SL.7-12.2 SL.7-12.4	<b>Pearson Longman – Keys To Learning – New Beginnings learning activities</b>
SL.7-12.6	<b>Pearson Longman – Keys To Learning – Introduction learning activities</b>
W.7-12.2, 2.a, 2.b W.7-12.4 W.7-12.5 W.7-12.10	<b>Pearson Longman – Keys To Learning – New Beginnings learning activities</b>

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

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**Lower Cape May Regional School District ESL Curriculum  
Unit 2 Overview**

**Content Area: ESL**

**Unit Title: At School & At Home**

**Target Course/Grade Level: Novice / 7-12<sup>th</sup> grade**

**Unit Summary:**

Introduce and develop key communication and academic skills. Listening and reading exercises reinforce previously taught language skills and introduce new concepts that will be developed through step-by-step learning strategies.

**Pearson Longman – Keys To Learning – At School**

**Chapter 4: Where's the gym?**

**Vocabulary/Word Study:** Short vowel sounds: /e/ and /u/

**Grammar:** Prepositions of locations: *in, on, under, next to*; *Where* questions with *be*; *There is* and *there are*

**Reading:** “I Love School” “School is Okay”

**Writing:** Write and depict their school

**Listening and Speaking:** Share about their favorite place in school and listen as others share about theirs.

**Pearson Longman – Keys To Learning – At School**

**Chapter 5: What's your address?**

**Vocabulary/Word Study:** Consonant digraphs: *th, sh,* and *ch*; Consonant digraphs: *wh* and *ph*

**Grammar:** *What* questions with *be*; Present tense of regular verbs (statements, *yes/no* questions)

**Reading:** “Maria's Job”

**Writing:** Students fill out job application

**Listening and Speaking:** Share about favorite place in their community and listen as others share about theirs.

**Pearson Longman – Keys To Learning – At School**

**Chapter 6: You were late yesterday.**

**Vocabulary/Word Study:** Long vowel sounds with silent *e*

**Grammar:** *What* questions with *do*; *What* + noun; Past tense of *be* (statements, *yes/no* questions)

**Reading:** “My Journal”

**Writing:** Students write about their day in their writing journals

**Listening and Speaking:** Students share about the day they wrote and listen as others talk about theirs.

### Across The Curriculum

**Social Studies:** *Understanding Maps – Reading a Map of the United States*

### **Pearson Longman – Keys To Learning – At Home**

#### **Chapter 7: What are you doing?**

**Vocabulary/Word Study:** Long vowel sound: /a/ and word families with long vowel sound: /a/

**Grammar:** *Present continuous tense*: statements, *what* questions, *yes/no* questions; Object pronouns

**Reading:** “Getting Ready”

**Writing:** Students develop a skit about something happened on a special day

**Listening and Speaking:** Students work with a partner to present a skit to the class and listen as others present their skits.

### **Pearson Longman – Keys To Learning – At Home**

#### **Chapter 8: What are you doing?**

**Vocabulary/Word Study:** Long vowel sound: /e/ as in clean; word families with the long vowel sound: /e/

**Grammar:** Simple present tense and present continuous tense; statements, **what** questions, and **yes/no** questions with *like*, *have*, and *want* + *infinitive*

**Reading:** “Maria”

**Writing:** Students develop interview questions

**Listening and Speaking:** Students share about the person they interviewed and listen as other students do the same.

### **Pearson Longman – Keys To Learning – At Home**

#### **Chapter 9: You came to our party!**

**Vocabulary/Word Study:** Long vowel sound: /i/ as in child; word families with the long vowel sound: /i/

**Grammar:** Past tense of regular/irregular verbs: affirmative statements; Past tense: negative statements, *yes/no* questions

**Reading:** “A Fun Party”

**Writing:** Students write a thank-you letter

**Listening and Speaking:** Students make a speech to thank someone special in their life and listen as others give their speeches.

### Across The Curriculum

**Physical Science:** *The Universe: Stars, Meteors, and Constellations*



**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

**B. Interpersonal Mode (direct oral or written communication)**

1. Identify words or phrases associated with adventures using visual support
2. Answer WH- questions related to community using visual support (e.g., “Where is the bank located?”)
3. Respond to literal questions that involve figures of speech from visually supported phrases
4. 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. Share about your favorite place in school and community
3. Make inference to develop an appreciation/thank you about something kind that happened to you.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7-12.1 L.7-12.3 L.7-12.4 L.7-12.6	<b>Pearson Longman – Keys To Learning – At School &amp; At Home learning activities</b>
RL.7-12.1 RL.7-12.2	<b>Pearson Longman – Keys To Learning –At School &amp; At Home learning activities</b>

RL.7-12.3	<b>Pearson Longman – Keys To Learning –At Home learning activities</b>
RL.7-12.4 RL.7-12.10	<b>Pearson Longman – Keys To Learning –At School &amp; At Home learning activities</b>
SL.7-12.2	<b>Pearson Longman – Keys To Learning –At Home learning activities</b>
SL.7-12.4 SL.7-12.6	<b>Pearson Longman – Keys To Learning –At School &amp; At Home learning activities</b>
W.7-12.2, 2.a, 2.b.	<b>Pearson Longman – Keys To Learning –At School learning activities</b>
W.7-12.3, 3.a, 3.b	<b>Pearson Longman – Keys To Learning –At Home learning activities</b>
W.7-12.4 W.7-12.5 W.7-12.10	<b>Pearson Longman – Keys To Learning –At School &amp; At Home learning activities</b>
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• How does where I live shape who am I?</li> <li>• Why should I learn another language?</li> <li>• How do I best learn another language?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Consistent participation</li> <li>• Mastery of vocabulary</li> <li>• Developmentally appropriate pronunciation</li> </ul>

<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• compare and contrast themselves with their peers in the target culture</li> <li>• demonstrate knowledge of beginning grammar, usage, and sentence structure and appropriate punctuation</li> <li>• demonstrate appropriate social skills in a group setting</li> <li>• organize ideas and communicate verbal or non-verbal messages</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.</li> <li>• Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li> <li>• Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• Recognize common gestures, intonation, and other visual or auditory cues of the target culture.</li> <li>• 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</li> <li>• Reproduce a variety of tangible products typical of the target culture(s).</li> </ul>

<p><b>Lower Cape May Regional School District ESL Curriculum  Unit 3 Overview</b></p>
<p><b>Content Area: ESL</b></p>
<p><b>Unit Title: Around Town &amp; Friends and Family</b></p>

**Target Course/Grade Level: Novice / 7-12<sup>th</sup>**

**Unit Summary:**

Concepts and language structures are explicitly taught and practiced. Lessons begin with easy-to-understand charts that illustrate concepts followed by abundant speaking and writing exercises for practice.

**Pearson Longman – Keys To Learning – Around Town**

**Chapter 10: *How much is it?***

**Vocabulary/Word Study:** Long vowel sound: /o/; word families with the long vowel sound: /o/

**Grammar:** Information questions with *be* and *do*; Present tense, Information questions with *be* and *do*; Past tense, Questions with *how much*

**Reading:** “A Beautiful Dress”

**Writing:** Students write a script for a fashion show

**Listening and Speaking:** Students present fashion script with group and listen to other groups present too

**Pearson Longman – Keys To Learning – Around Town**

**Chapter 11: *She needs some lettuce.***

**Vocabulary/Word Study:** Long vowel sound: /yōō/; word families with the long vowel sound: /yōō/

**Grammar:** Count and non-count nouns; *some* and *any*; Conjunctions: *and*, *but*, and *so*.

**Reading:** “At Ricky’s”

**Writing:** Students write a recipe

**Listening and Speaking:** Students give a demonstration for a TV food show using their recipe they wrote and listen to others perform

**Pearson Longman – Keys To Learning – Around Town**

**Chapter 12: *He’s the cutest guy at school.***

**Vocabulary/Word Study:** Initial consonant blends

**Grammar:** Study comparative adjectives, superlative adjectives, and *more* and *most*

**Reading:** “Pablo’s Surprise”

**Writing:** Students write a poem called a cinquain

**Listening and Speaking:** Students recite a poem they wrote to the class and listen to others share

**Across The Curriculum**

**Literature:** *Poetry – Understanding Figurative Speech*

**Pearson Longman – Keys To Learning – Friends & Family**

**Chapter 13: *He’s going to fall!***

**Vocabulary/Word Study:** Find consonant blends; Recognizing initial and final consonant blends

**Grammar:** Future tense with *be going to* (statements, yes/no questions, information questions); Commands

**Reading:** “The Visitors”

**Writing:** Students write an essay about “What I would do with \$200...”

**Listening and Speaking:** Students share and listen to each other’s essay

**Pearson Longman – Keys To Learning – Friends & Family**

**Chapter 14: Hey! The lights went out!**

**Vocabulary/Word Study:** vowel sounds: /ōō/ and /ōō/

**Grammar:** Past continuous tense (statements, yes/no questions, information questions); Possessive pronouns; Questions with *whose*

**Reading:** “Mother’s Plan”

**Writing:** Students write a newspaper article about an accident

**Listening and Speaking:** Students present a TV newscast describing an accident and listen to newscasts presented by others.

**Pearson Longman – Keys To Learning – Friends & Family**

**Chapter 15: We’ll have a study group.**

**Vocabulary/Word Study:** vowel sounds: /ō/ and /oi/

**Grammar:** Students study future statements with *will* and statements with *may* and *might*

**Reading:** “Grandmother Chu”

**Writing:** Students write an essay about a goal they have

**Listening and Speaking:** Students interview a classmate about his or her goals or wishes and listen to others conduct interviews

**Across The Curriculum**

**Life Science:** *How Nature Works – Ecosystems and Food Chains*

**Interdisciplinary Connections:**

- Language Arts – Literature      Mathematics
- Science

**21st Century Themes, Skills, and Standards:**

**9.1.8.FP.1:** Describe the impact of personal values on various financial scenarios.

**9.1.8.FP.2:** Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

**9.1.8.FP.3:** Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

**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 – Language of Science

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
L.7-12.1 L.7-12.3 L.7-12.4 L. 7-12.6	<b>Pearson Longman – Keys To Learning –Around Town &amp; Friends and Family learning activities</b>
RL.7-12.1	<b>Pearson Longman – Keys To Learning –Around Town learning activities</b>
RL. 7-12.2 RL.7-12.4 RL.7-12.10	<b>Pearson Longman – Keys To Learning –Around Town &amp; Friends and Family learning activities</b>
RL.7-12.3	<b>Pearson Longman – Keys To Learning –Around Town learning activities</b>
SL.7-12.2 SL.7-12.4 SL.7-12.6	<b>Pearson Longman – Keys To Learning –Around Town &amp; Friends and Family learning activities</b>
SL.7-12.5	<b>Pearson Longman – Keys To Learning –Around Town learning activities</b>
W.7-12.2, 2.a, 2.b	<b>Pearson Longman – Keys To Learning –Friends and Family learning activities</b>
W.7-12.4 W.7-12.5 W.7-12.10	<b>Pearson Longman – Keys To Learning –Around Town &amp; Friends and Family learning activities</b>

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

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 4 Overview**

**Content Area: ESL**

**Unit Title: Feelings and Hobbies**

**Target Course/Grade Level: Novice / 7-12<sup>th</sup>**

**Unit Summary:**

- Readings and writing assignments are provided with step-by-step learning strategies to help students activate prior knowledge and reinforcement to encourage success. Newly acquired skills and comprehension self-checks help students monitor their own progress.

**Pearson Longman – Keys To Learning – Feelings and Hobbies**

**Chapter 16:** *Sometimes, I study with my friends.*

**Vocabulary/Word Study:** Students study the vowel sound /ou/ and R-controlled vowel sounds

**Grammar:** Students study adverbs of frequency, expressions of frequency using *how often, typical, tell (told), chance*

**Reading:** “The Dancer”

**Writing:** Students interview a classmate and write an essay about what they learn

**Listening and Speaking:** Students make a presentation about a classmate’s hobby or interest and listen to other presentations.

**Pearson Longman – Keys To Learning – Feelings and Hobbies**

**Chapter 17:** *You should get some rest.*

**Vocabulary/Word Study:** Students study *y* as a vowel and syllables with *y* as a vowel

**Grammar:** Students study *should* and *could* and also study *because* clauses

**Reading:** “The Artist”

**Writing:** Students write a letter to a friend who needs advice

**Listening and Speaking:** Small group of students present an advice panel to the class and engage and listen to one another

**Pearson Longman – Keys To Learning – Feelings and Hobbies**

**Chapter 18:** *It was too easy.*

**Vocabulary/Word Study:** Students study hard and soft *c* and *g* and also study compound words

**Grammar:** Students study irregular comparatives and superlatives, *too* and *not enough*, and *used to*

**Reading:** “The Last Day”

**Writing:** Students write a play about one or two characters in their textbook

**Listening and Speaking:** Pairs of students perform one of the plays they wrote and listen and watch other pairs perform



**Across The Curriculum**

**Social Studies:** *George Washington – America’s First President*

**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., 1.4.12prof.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.7-12.1  
L.7-12.3  
L.7-12.4  
L.7-12.6  
RL.7-12.2  
RL.7-12.3  
RL.7-12.4  
RL.7-12.10  
SL.7-12.2  
SL.7-12.4  
SL.7-12.6  
W.7-12.2, 2.a, 2.b  
W.7-12.4

**Pearson Longman – Keys To Learning – Feelings and Hobbies learning activities**

W.7-12.5 W.7-12.10	
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• How does where I live shape who am I?</li> <li>• Why should I learn another language?</li> <li>• How do I best learn another language?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Consistent participation</li> <li>• Mastery of vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Developmentally appropriate pronunciation</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• compare and contrast themselves with their peers in the target culture</li> <li>• demonstrate knowledge of beginning grammar, usage, and sentence structure and appropriate punctuation</li> <li>• demonstrate appropriate social skills in a group setting</li> <li>• organize ideas and communicate verbal or non-verbal messages</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.</li> <li>• Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li> <li>• Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• Recognize common gestures, intonation, and other visual or auditory cues of the target culture.</li> <li>• 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</li> <li>• Reproduce a variety of tangible products typical of the target culture(s).</li> </ul>

<p><b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</b></p>
<p><b>Specific Formative Assessments Utilized in Daily Lessons:</b> <b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Short Quizzes</li> <li>• Participation in TPRS stories</li> <li>• One sentence summaries</li> </ul>

- 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](http://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](http://www.newsela.com)

[www.readworks.org](http://www.readworks.org)

[www.grahn4language.com](http://www.grahn4language.com)

[http://www.uni.edu/becker/TESOL\\_ESL2.html](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](http://www.mrshurleysesl.com)

**Children's Literature Web Guide** - [www.ucalgary.ca/~dkbrown/index.html](http://www.ucalgary.ca/~dkbrown/index.html)

**Breaking News English** - [www.BreakingNewsEnglish.com/](http://www.BreakingNewsEnglish.com/)

**Dave's ESL Cafe** - [www.eslcafe.com](http://www.eslcafe.com)

**English Language Resource Center** -

[www.bergen.edu/library/learning/english/index.asp](http://www.bergen.edu/library/learning/english/index.asp)

**ESL Gold** - [www.eslgold.com](http://www.eslgold.com)

**ESL Home Page** - [www.lang.uiuc.edu/r-li5/esl](http://www.lang.uiuc.edu/r-li5/esl)

**Learn English Feel Good** - [www.learnenglishfeelgood.com/](http://www.learnenglishfeelgood.com/)

**ESL Teachers Board** - [www.eslteachersboard.com/](http://www.eslteachersboard.com/)

**Everything ESL** - [www.everythingESL.net](http://www.everythingESL.net)

**1-Language.com** - [www.1-language.com](http://www.1-language.com)

**Repeat After Us** - [repeatafterus.com/](http://repeatafterus.com/)

**Learning Vocabulary Can Be Fun** - [www.vocabulary.co.il](http://www.vocabulary.co.il)

**SpellingCity.com** - [www.SpellingCity.com](http://www.SpellingCity.com)

**Activities for ESL – a4esl.org**

**English as a Second Language** - [www.rong-chang.com/](http://www.rong-chang.com/)

**English Gold** - [www.eslgold.com/](http://www.eslgold.com/)

**Professor Meloni's ESL Page** - [home.gwu.edu/~meloni/eslstudyhall/](http://home.gwu.edu/~meloni/eslstudyhall/)

**ESL Wonderland** - [www.eslwonderland.com/](http://www.eslwonderland.com/)

**Karen's ESL Partyland** - [www.eslpartyland.com/students/inter.htm](http://www.eslpartyland.com/students/inter.htm)

**ESL Activities Online** - [www.clta.on.ca/EAOnline/index.html](http://www.clta.on.ca/EAOnline/index.html)

**Englishclub.com** - [www.englishclub.com](http://www.englishclub.com)

**1-language.com's ESL Center** - [www.1-language.com](http://www.1-language.com)

**English Corner** - [www.angelfire.com/wi3/englishcorner](http://www.angelfire.com/wi3/englishcorner)

**ENGLISH online** - [eleaston.com](http://eleaston.com)

**English Language Centre Study Zone** -

[web2.uvcs.uvic.ca/elc/studyzone/index.htm](http://web2.uvcs.uvic.ca/elc/studyzone/index.htm)

**Free English** - [www.free-english.com](http://www.free-english.com)

**EnglishLearner.com** - [www.englishlearner.com/tests/test.html](http://www.englishlearner.com/tests/test.html)

**English Exercises Online**

[wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/welcome.html](http://wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/welcome.html)

**Interesting Things for ESL Students** - [www.manythings.org](http://www.manythings.org)

**Learn English Feel Good** - [www.learnenglishfeelgood.com](http://www.learnenglishfeelgood.com)

**Resources:**

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

- Pearson Longman. Keys To Learning: English Learning System Series.
- Pearson Longman. Phonics and Word Analysis.
- Bassano, Sharron. Sounds Easy! Phonics, Spelling, and Pronunciation.

**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)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	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.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	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).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	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.
<b>Varied computer programs</b>	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.
<b>Multiple Intelligence or Learning Style options</b>	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.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	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.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	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.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	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.
<b>Tiered assignment/ product</b>	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.
<b>Independent studies</b>	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.
<b>4MAT</b>	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
<b>Jigsaw</b>	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.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.

<p><b>Alternative assessments</b></p>	<p>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).</p>
<p><b>Modified Assessments</b></p>	<p>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.</p>
<p><b>Learning contracts or Personal Agendas</b></p>	<p>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.</p>
<p><b>Compacting</b></p>	<p>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).</p>
<p><b>Literature circles</b></p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p><b>Learning Centers</b></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><b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b></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>

<b>Curriculum development Resources/Instructional Materials:</b>
List or Link Ancillary Resources and Curriculum Materials Here: <ul style="list-style-type: none"><li>• All resources and curriculum materials listed above in units above</li></ul>
<b>Board of Education Approved Text(s)</b>
<ul style="list-style-type: none"><li>•</li></ul>