

Course Title – English as a Second Language: I and II	
Implement start year – 2018-2019	
Revision Committee Members Colette McGarrity, cmcgarrity@lrhsd.org and Eileen Smith, esmith@lrhsd.org	
Unit #1: The School Community	
Transfer Goal – Students will be able to independently use their learning to understand school policies, procedures, and interpersonal communication so that they will be able to successfully navigate, participate, and communicate key personal information in the school community.	
Stage 1 – Desired Results	
<p style="text-align: center;">Established Goals</p> <p>WIDA: English Language Development Standards https://www.wida.us/ NJSLS: ELA: Grades 9 and 10; Grades 11 and 12 http://nj.gov/education/cccs/2016/ela/</p> <p>WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p style="text-align: center;">21st Century Themes (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

NJSLSA.L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i> EU 1 reading about school culture requires using context to understand vocabulary.</p> <p><i>EU 2 communicating for school purposes requires the ability to speak about key locations, people, and resources.</i></p> <p><i>EU 3 communication for school purposes requires being an active listener.</i></p> <p><i>EU 4 writing for school purposes necessitates knowledge of school and social language.</i></p> <p><i>EU 5 writing for school purposes requires proper usage of Standard English conventions.</i></p> <p><i>EU 6 technology is necessary in order to fully participate in the school community.</i></p>	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can determining vocabulary in context help students read and comprehend the text? • How can reading the One Book, One District novel positively contribute to the school culture? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does a student effectively communicate about important information? • How does communication augment school involvement? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can we become an effective listener? • Why is it important for students to advocate for themselves when they do not comprehend? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does utilizing school vocabulary facilitate students integrating in the school community? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Why is proper grammar and conventions important to effective communication? <p><i>EU 6</i></p> <ul style="list-style-type: none"> • How does technology help students in finding and utilizing important information? • How do we safely share information using technology?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • school vocabulary • school calendar • schedules, classes, teacher names • personal information • bus information • where to obtain academic support/tutoring <p><i>EU 2</i></p> <ul style="list-style-type: none"> • where to submit important paperwork • where to obtain important information • how to appropriately ask and answer questions <p><i>EU 3</i></p> <ul style="list-style-type: none"> • classroom procedures • bathroom procedures • lunch procedures • drill/evacuation procedures • discipline procedures and expectations <p><i>EU 4</i></p> <ul style="list-style-type: none"> • how to complete required paperwork, bathroom pass, sign in sheet, and agenda book <p><i>EU 5</i></p> <ul style="list-style-type: none"> • how to use Standard English in an academic setting <p><i>EU 6</i></p> <ul style="list-style-type: none"> • how to set up and check email account/Genesis 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify and apply technical words and phrases • determine in context the meaning of words and phrases • schedule and participate in school activities <p><i>EU 2</i></p> <ul style="list-style-type: none"> • pose and respond to questions • identify new information and apply to new situations • read and navigate the school map <p><i>EU 3</i></p> <ul style="list-style-type: none"> • engage teachers and peers through questioning and answering • actively and appropriately respond to emergency procedures <p><i>EU 4</i></p> <ul style="list-style-type: none"> • write simple and complex responses over shortened and extended periods of time <p><i>EU 5</i></p> <ul style="list-style-type: none"> • apply correct conventions of the English language in sentences, paragraphs, and essays <p><i>EU 6</i></p> <ul style="list-style-type: none"> • read and write an email; include attachments

<ul style="list-style-type: none"> • how to set up Google Classroom • how to utilize their H Drive and school website 	<ul style="list-style-type: none"> • save a document to their H drive • log into the Google account and Google classroom • obtain important school information • identify the difference between appropriate and inappropriate use of technology
-----------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Stage 2 – Assessment Evidence

--

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- One Book, One District writing or discussion, role playing, complete a schedule template, open-ended responses, journal entries, think/pair/share, write a letter to a relative about their first week of school, partner interview, present an oral presentation about one club/sport at school, vocabulary games and quizzes, cloze exercises, grammar exercises: oral and written, Last Word Summarizer, Exit Ticket to Leave, Anonymous Question

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

Reading, Writing, Speaking, and Listening

- Students and teachers will practice listening and speaking and asking such questions as: What is your bus number? Did you pack lunch or are you buying? Who is your Science teacher? Where is M hall? Where is the closest bathroom? (A,M)
- Students will be able to point to a picture or write a response if they are not ready to repond orally. (A)
- Complete a blank template of their schedule and find their classrooms on the map. (A,T)
- Review the school calendar and identify important dates. (A,M)
- Complete important district forms. (A,M)
- List school and classroom rules. (A)
- Identify and define or point to important school vocabulary in both English and their native language: bus, desk, table, computer, pen, pencil, backpack, notebook, pencil sharpener. (A,M)
- Students will practice reading specific words and selecting appropriate answers in regard to school vocabulary. (A,M)
- Practice opening and closing lockers. Memorize locker combination. (T)
- Students will be assigned a room number and must provide directions to the room. (T)
- Write down homework in agenda book. (A,M)
- Visit the School Store. (A, M)
- Establish a Google account, email, and H drive (A)
- Students and teachers will practice various situations around the school, such as speaking to the nurse, the main office staff, the school store attendants, the food service specialists, the media center specialists, and other classroom teachers. (A,M,T)
- Write a journal entry about the first day of school (T)
- Scavenger Hunt: Look at the bulletin boards in school and write down at least four resources/activities available to the student body.(A,M)
- LRHSD Web quest (A,M)
- Venn Diagram: compare and contrast new school to native school (M,T)
- Grammar Activities (A, M)
- Practice with Focus Correction Areas (A,M,T)
- Read and answer questions about *Easy English News* articles (A,M,T)
- Utilize reading and writing programs: Snap and Read, Co-Writer and Achieve 3000 (A,M,T)
- View and respond to school-related films such as *School of Rock* and *Freedom Writers* (A,M,T)

