

Course Title – English as a Second Language: I and II

Implement start year – 2018-2019

Revision Committee Members

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Unit #2: New Jersey: Near and Far

Transfer Goal –

Students will be able to independently use their learning to explore the various local and state opportunities of New Jersey.

Stage 1 – Desired Results

Established Goals

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/>

ELD Standard 1: Social and Instructional Language

ELD Standard 2: The Language of Language Arts

ELD Standard 3: The Language of Mathematics

ELD Standard 5: The Language of Social

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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

21st Century Themes

(www.21stcenturyskills.org)

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills:

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

<p>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.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <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.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> reading in English requires the ability to make sense of a text by decoding words, summarizing, paraphrasing, and evaluating written language.</p> <p><i>EU 2</i> communicating in English requires the ability to participate in a variety of discussions.</p> <p><i>EU 3</i> writing in English requires the ability to communicate thoughts and ideas with conventions of Standard English, organization and fluency.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can a student improve reading skills? • What makes writing worth reading? • How are reading skills more applicable to the larger world? • Why isn't a dictionary enough to make meaning? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can a student improve listening skills? • How can a student improve speaking skills? • How is spoken language different from written language? • What do good speakers sound like?

	<ul style="list-style-type: none"> • What techniques can I use to be better understood? • How can I express complex ideas using simple terms? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can a student improve writing skills? • How is written language different from spoken language? • How is writing applied to the larger world? • What am I trying to achieve through my writing? • How can I express complex ideas using simple terms?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • foundational terms and vocabulary • major roadways of Burlington County and NJ • major modes of transit in New Jersey • directional vocabulary • state symbols: nickname, bird, flower, tree, fish, motto, animal, fruit and folklore • important historic places in Burlington County • names and locations of tourist attractions • names and locations of “Local Gems” • names of professional NJ sports teams • names and locations of New Jersey institutions of higher education • names of places to shop and eat • vocabulary of shopping • vocabulary of food <p><i>EU 2</i></p> <ul style="list-style-type: none"> • grammar related to asking and giving directions • grammar related to requesting information • grammar related to clarifying and extending questions • pronunciation of key terms and proper nouns • active listening strategies <p><i>EU 3</i></p>	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • research information about natural spaces and historic and cultural places to visit in New Jersey • research information about continuing education in New Jersey • plan and participate in local and state activities • identify and evaluate resources for further inquiry • apply understanding of New Jersey’s history and vibrant cultural life to personal experiences <p><i>EU 2</i></p> <ul style="list-style-type: none"> • seek directions to local and state points of destination • provide assistance with directions • contact appropriate state and local offices and ask for information • speak about points of interest in New Jersey • share information about class trip to local historic, cultural or natural site in New Jersey. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • rewrite information about New Jersey in one’s own words • use the process approach to writing • journal about interesting places in New Jersey • practice and apply conventions of Standard English

- writing-related vocabulary: claim/thesis, support, explanation, topic sentence, key nouns
- parts of speech
- steps in process writing
- parts of the paragraph
- parts of the essay
- conventions of Standard English

Stage 2 – Assessment Evidence

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

- Responses to prompts, Observations, Dialogues, Quizzes, Role-Playing, Peer Interviews, Think-Pair-Share, Ticket to Leave, Discussion, Evidence of the writing process

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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.*

- Notetaking (A)
- Complete graphic organizer (A)
- Create pictorial or graphic representation of concepts (A)
- Naming objects and pre-taught vocab (A)
- Cloze exercises (A)
- Repeat words, short phrases, memorized chunks of language (A)
- Describe places (A)
- Ask and answer Y/N questions (A, M)
- Ask and answer Y/N questions (A, M)
- Produce short answer responses (A, M)
- Sequence visuals (A, M)
- Label content terms, visuals and maps(A, M)
- Complete grammar exercises. (A)
- Verbally summarize an article from a local newspaper. (A, M)
- What's in a name? Research the names of towns and orally share new information. (A)
- Complete a Web Quest about historic and cultural sites in New Jersey (A)
- Labeling a map of New Jersey (A, M)
- Role-playing and providing directions (M,T)
- Map one's bus route (M,T)
- Research an institution of higher education in New Jersey and present findings to class. (A, M)
- Read an article about the ecology of the protected Pine Barrens and answer questions. (A, M)
- Create a Venn diagram of native locale and present locale (M)
- Brainstorm topics for Compare/Contrast essay. (M)
- Organize topics and support for Compare and Contrast essay. (M)
- Identify and edit errors in grammar and punctuation. (A, M)
- Read an article about the legend of the Jersey Devil and answer questions. (A, M)
- Read an article about the ecology of the New Jersey shore and answer questions. (A, M)
- Research a World Heritage site and determine how its history and geography has made it worthy of such a prestigious designation. (M)
- Solve word problems related to navigation, mileage and gas consumption. (M, T)
- Write a compare and contrast paragraph or essay on native region and New Jersey. (M,T)
- Write a poem about your town, county or state and share with class. (M, T)

- Respond to classmates' poems with questions and comments. (T)
- Using littleBits, create a project that represents some aspect of New Jersey. (T)
- Jigsaw project on state symbols, institutions and/or tourist attractions (A, M, T)
- Complete a Garden State garden project (A, M, T)
- Visit an historic or cultural place in NJ and respond to the experience in writing. (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)