

BRIDGETON PUBLIC SCHOOLS  
Sheltered ESL Curriculum

**Sixth-Eighth Grade**

SUMMER 2014

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ESL II.

# Unit 1

**Bridgeton Public Schools**  
**Bilingual and Sheltered English Curriculum**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Grade level Cluster :		ESL II.	Unit #1
Unit Title: Earth Science Unit: “Water for Life”		Program Design: Class period by grade level (grade 8) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary			
In this unit, Earth Science: “Water for Life”, students will learn water is an essential resource and the different ways people use it. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen to and dramatize a song, express needs and wants, set a purpose, participate in conversation, recognize genre, analyze text structure, activate prior knowledge, build background knowledge, make inferences, draw conclusions, evaluate, conduct a survey, use synonyms and antonyms, use nouns, make subjects and verbs agree, use action words, use context clues, predict, read with intonation, expressing and phrasing, summarize, compare cross cultures, locate and gather information, write a research report, deliver ideas effectively, analyze plot, write in response to literature, listen to and present information, utilize the writing process, and reflect on their writing. Students will make a Community-School Connection by finding the major source of water in the community.			
Interdisciplinary Connections: Language Arts, Science			
21 <sup>st</sup> Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELP Standard 1	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources; interpret and present information.		
ELP Standard 2	Present visually-supported information from multimedia; produce original ideas that incorporate new information.		
ELP Standard 4	Summarize and present information on temperature changes from charts or graphs; identify characteristics or conditions for natural disasters based on text and graphic support.		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RL.8.10	By the end of the year, read and comprehend literature, including stories,		

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	dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2e	Establish and maintain a formal style.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5	With some guidance and support from peers and adults, develop and

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	strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1b	Form and use verbs in the active and passive voice.
L.8.2c	Spell correctly.
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase

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	(e.g., by checking the inferred meaning in context or in a dictionary).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Related Cultural Content Statements</b> Water is an essential resource and is used in many different ways.	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension and engage in the examination of how we depend on Earth's resources?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about the impact that Water for Life have on people require specific academic language.</li> <li>• Knowledge of varied techniques and strategies aid to develop an explanatory essay.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Students will research the topic of Water for Life, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop an explanatory essay. <b>Equipment needed:</b> Computers, Brightlinks/Smartboard, internet resources, or Power Point <b>Teacher Resources:</b> Brightlinks/Smartboard, Power Point, <i>Inside</i> book series.	
<b>Unit Learning Targets:</b> Through learning activities and experiences related to the impact of Water for Life, students will <ul style="list-style-type: none"> <li>• Understand , interpret, and apply written and spoken language;</li> <li>• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing</li> <li>• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;</li> <li>• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;</li> </ul> Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.	
<b>About the Development of Earth Science Unit: "Water for Life"</b> The development of this unit was inspired by the core curriculum standards in Science and Technology addressing the dependency on Earth's resources. This instructional plan serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 <b>"The Secret Water" : Legend</b>	<b>8-9 days</b>
Lesson 2	<b>7-8 days</b>

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<b>“How Do We Use Water?”: Social Science Article</b>	
Lesson 3	<b>7-8 days</b>
<b>“Water at Work”: Social Science Article</b>	
<b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	



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Title: Earth Science Unit: "Water for Life"				Lesson #1			
Content Area: ESL							
Lesson Title: "The Secret Water"			Timeframe: 8-9 days				
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Science							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to an article Read Aloud, R #4, (T62) listen to and sing a song Language CD 1, track 5, (T69).</p> <p><i>Speaking:</i> Share and Compare group activity, (T62), View and Respond to Video, Digital Library, (T68).</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, (T81), Write On Your</p>		<p><b>Key Vocabulary:</b> available, perfect, plan, problem, secret, statue, village, worry</p> <p><b>Academic Vocabulary:</b> resource, topic, category</p> <p><b>Key Language structures:</b> use nouns, write with precise nouns</p> <p><b>Warm-up:</b> Connect, View the Painting (T62) read article.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Introduces unit and engage students in discussing the painting, Read Aloud, R#4, introduce academic vocabulary, Share and Compare, Pose Guiding Questions, create a class Mind Map, Tap Prior Knowledge, Teach/Model fiction and nonfiction, Relate Words, Practice Together, Vocabulary Routine 1, Practice Together, Check Understanding</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Write About the Guiding Question, (T81)</li><li>• Write On Your Own (T85)</li><li>• Practice Book pgs. 30-37</li><li>• Character Description Chart (T81)</li><li>• Selection Test #1</li></ul>		

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Own (T85)	<p>at every skill.</p> <ol style="list-style-type: none"> <li>2. Students: view and discuss painting, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice Book p. 28, identify fiction and non-fiction, practice relate words, Practice Book p. 30.</li> <li>3. Teacher: focus on Overview, Build Background knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Song Language CD 1, track 5, Model the Language Function, Teach/ Model using nouns, Practice Together, check understanding, Academic Language Frame Transparency 12 to help students expressing needs and wants. (T69-71).</li> <li>4. Students: view and respond to video, Practice Book p. 31, Connect, listen to Language CD 1, track 5, role-play the song, use nouns, Apply On Your Own (T71).</li> <li>5. Teacher: teach vocabulary, Teach/Model Reading Strategy: Clarify Ideas, Practice Together, Academic Language Frame 13, Focus on Genre-Legend, Preview, Critical Viewing, Set a Purpose, Active Reading: Clarify Ideas and Relate Words, Making a Prediction and Using Context Clues, Check Understanding at every skill.</li> <li>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 32-33, clarify ideas, preview, Contrast Visual Details, interpret</li> </ol>	
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	<p>and respond to visuals (T75), read to clarify ideas, relate words and use context clues.</p> <p>7. Teacher/Student: Connect Reading and Writing (T81), Practice Book p. 34 Connect Across the Curriculum (T82-85), Academic Language Transparency Frame 14, Analyze Plot, Create Word Categories, Write About China, Compare Tales Across Cultures, Express Needs and Wants, Write About a Situation, Practice Book pgs.35-37.</p> <p><b>Closure:</b> Sum It Up! Character Description Chart (T81) #1</p> <p><b>Expansion/Extension/Homework:</b> Analyze Data (T78)</p>	
<p><b>Differentiation</b>  Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T68-T76)</b>  ELP 1 and 2 – determined by English language proficiency of student  ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "Inside" book series, Graphic Organizers</p>		

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Title: Social Studies Unit: "Water for Life"					Lesson Plan#2		
Content Area: ESL							
Lesson Title: "How Do We Use Water?"				Timeframe: 7-8 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Science, Mathematics							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a rap Language CD 1, tracks 6-7.</p> <p><i>Speaking:</i> view and respond to images, access photos online, Digital Library.</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Write About The Guiding Question (T99), Write On Your Own (T103)</p>		<p><b>Key Vocabulary:</b> alive, amount, crop, depend, globe, material, rainfall, resource</p> <p><b>Academic Vocabulary:</b> support, specific, record, topic</p> <p><b>Key Language structures:</b> use complete sentences, use synonyms</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background knowledge, play Digital Library images, Connect, Tap Prior Knowledge, Language CD 1, tracks 6-7, Model the Language Function, Teach/Model Use Compete Sentences, Practice Together, Give Information, Academic Language Frame Transparency 16, and Check Understanding at every skill.</li><li>2. Students: view and respond to</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Practice Book pgs. 39-43</li><li>• Write About The Guiding Question (993)</li><li>• Write On Your Own (T103)</li><li>• Sum It Up #1(T99)</li><li>• Selection Test # 2</li></ul>		

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	<p>the images, Practice Book p. 38, survey a partner, listen to Language CD 1, tracks , 6-7, Use and Practice Complete Sentences, Try It! (T88), Apply On Your Own (T89).</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Clarify Vocabulary, Practice Together, Academic Language Frame 17, Focus on Genre, Preview, Critical Viewing, Set a Purpose, Active Reading, Clarify Vocabulary Relate Words, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Practice Book pgs. 39-40, Practice Together, preview, interpret, respond, compare and contrast to visuals, Set a Purpose, actively read, clarify vocabulary and relate to words.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T99) Practice Book p. 41, Connect Across the Curriculum(100-103), Analyze Text Structure: Main Ideas and Details, Use Synonyms, Conduct a Survey, Research Water Use, Give Information, and Write About Water, Practice Book pgs. 42-44.</p> <p><b>Closure:</b> Idea Web, Sum It Up, #1 (T99)</p> <p><b>Expansion/Extension/Homework:</b> Content Area Connections, conduct a survey. (T101)</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize</b></p>		

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**the Multi-Level Strategies found on pages T86-94)**

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources:** Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

**Equipment needed:** Computers, "Inside" book series

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Title: Social Studies Unit: "Water for Life"

Lesson #3

Content Area: ESL

Lesson Title: "Water at Work"

Timeframe: 7-8 days

Lesson Components

21<sup>st</sup> Century Themes

x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21<sup>st</sup> Century Skills

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
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Interdisciplinary Connections: Language Arts, Social Studies

Integration of Technology: Website, InsideNG.com, SmartBoard

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Listening:</i> listen to how to elaborate on a topic, Language CD 1, track 8 (T105)</p> <p><i>Speaking:</i> view and respond to video, Digital Library video (T104)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write About The Guiding Question (T117), Write On Your Own (T121)</p>	<p><b>Key Vocabulary:</b> arrive, electricity, flow, generate, goods, power, safely, treat</p> <p><b>Academic Vocabulary:</b> support, relate, resource</p> <p><b>Key Language Structures:</b> subject and verb agreement, use synonyms and antonyms, write with action verbs</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Elaborate, Language CD 1, track 8, Model the Language Function, Teach/Model Subject-Verb Agreement, Practice Together, Describe a Photo, Academic Language Transparency Frame 20 and Check Understanding at every skill.</li> </ol>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Sum it Up #1 (T117)</li> <li>• Write About The Guiding Question (T117)</li> <li>• Write On Your Own (T121)</li> <li>• Practice Book pgs. 45-51</li> <li>• Selection Test #3</li> </ul>

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	<p>2. Students: view and respond to the video, Practice Book p. 45, K-W-L- Chart listen to Language CD 1, track 8, work in pairs to create an idea web, practice subject-verb agreement, Try It! (T106), Apply On Your Own, (T107)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routine, Teach/Model Reading Strategy: Clarify Vocabulary, Academic Language Frame 21, Practice Together, Focus on Genre-Social Science Article, Preview, Critical Viewing, Set a Purpose, Active Reading, Clarify Vocabulary Relate Words, Select a Strategy, Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 46-47, Practice Together, preview, analyze, interpret and respond to a picture, set a purpose, actively read, Clarify Vocabulary Relate Words, Select a Strategy .</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T117) Practice Book p. 48, Connect Across the Curriculum (T4118-121), Practice Book pgs. 49-51, Analyze Text Structure, Use Synonyms and Antonyms, Research Floods, Discuss Hydroelectric Power, Elaborate, and Write About a Day at the River.</p> <p><b>Closure:</b> Explore the Guiding</p>	
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	<p>Question (123)</p> <p><b>Expansion/Extension/Homework:</b>          Reflect on Your Reading, Fiction and Nonfiction (T123)</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T104-112)</b>          ELP 1 and 2 – determined by English language proficiency of student          ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>" book series</p>		

# Unit 2

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Grade level Cluster :		ESL II.	Unit # 2
<b>Unit Title:</b> Social Studies Unit: “The Drive to Discover”		<b>Program Design:</b> Class period by grade level (grade 8) – 80 minutes per day	
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
<b>Unit Summary</b> In this unit, Social Studies: “The Drive to Discover”, students will learn how discoveries change us and the world. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen and take notes, participate in a discussion, analyze text structure: sequential order, main ideas and details, draw conclusions, summarize make comparisons, make inferences, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, ask for and give information, listen to and role-play an interview, use present and past tense verbs, preview, recognize genre, use text features, set a purpose, read with intonation, expressing and phrasing, write in response to literature, give an oral informational and presentation, identify important details, plan a project, conduct an interview, participate in a chant, predict, ask questions, analyze figurative language: sensory images, recognize and appreciate aspects of world cultures, create graphic displays, speak clearly, analyze theme, the research process, locate and gather information, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by asking family members about a historical event that happened during their lifetime.			
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELP Standard 1	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources; interpret and present information.		
ELP Standard 2	Present visually-supported information from multimedia; produce original ideas that incorporate new information.		
ELP Standard 4	Summarize and present information on temperature changes from charts or graphs; identify characteristics or conditions for natural disasters based on text and graphic support.		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama		

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	propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well

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	as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9b	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Related Cultural Content Statements**

In this unit students will learn that studying discoveries tells us about past cultures and other significant historical events and how they have changed us and the world.

**Unit Essential Question**

What language do students need in order to demonstrate comprehension and engage in the examination of how discoveries change us and the world?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the impact that The Drive to Discover has on people require specific academic language.
- Knowledge of varied techniques and strategies aid to develop an expository essay.

**Evidence of Learning**

**Summative Assessment:**

Students will research the topic of The Drive to Discover, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop an expository essay.

**Equipment needed:** Computers, Brightlinks/Smartboard, internet resources, or Power Point

**Teacher Resources:** Brightlinks/Smartboard, Power Point, *Inside* book series.

**Unit Learning Targets:** Through learning activities and experiences related to the impact of The Drive to Discover, students will

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- Understand , interpret, and apply written and spoken language;
  - Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
  - Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
  - Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

**About the Development of Social Studies Unit: “The Drive to Discover”**

The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing how discoveries change us and the world. This instructional plan serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	Timeframe
Lesson 1 “Return to Titanic” : History Article	8-9 days
Lesson 2 “The Forgotten Treasure”: Folktale	7-8 days
Lesson 3 “Mysteries of the Ancient Past”: History Article	7-8 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Title: Social Studies Unit: "The Drive to Discover"					Lesson Plan #1		
Content Area: ESL							
Lesson Title: "Return to Titanic"				Timeframe: 8-9 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to Read Aloud, R #3, (T274) listen to and sing a song Language CD 2, tracks 1-2, (T281).</p> <p><i>Speaking:</i> Share and Compare group activity, (T274), View and Respond to Video, Digital Library, (T280).</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, (T295), Write On Your</p>		<p><b>Key Vocabulary:</b> alarm, discover, explore, famous, ocean, passenger, search, wreck</p> <p><b>Academic Vocabulary:</b> discover, organize, sequence, similar, interview</p> <p><b>Key Language structures:</b> use present and past tense verbs, use word parts (prefixes and suffixes)</p> <p><b>Warm-up:</b> Connect, View the Photo (T274).</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, R#3, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model , Relate Words, Organization of Ideas and Word Parts, Vocabulary Routine 1, Practice</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Write About the Guiding Question, (T295)</li><li>• Write On Your Own (T299)</li><li>• Practice Book pgs. 109-118</li><li>• Content Connection (T290)</li><li>• View the Wreck Activity (297)</li><li>• Selection Test #1</li></ul>		



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Own (T299)	<p>Together, and Check Understanding at every skill.</p> <p>2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice Book p. 109, identify sequential order, organization by main idea and details and text structure, use word parts Practice Book p. 110-111.</p> <p>3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Chant Language CD 2, tracks 1-2, Model the Language Function, Teach/Model using present and past tense verbs, Practice Together, Academic Language Frame Transparency 44 to help students form questions (T280-283) and check understanding.</p> <p>4. Students: view and respond to video, Practice Book p. 112, Connect, listen to Language CD 2, tracks 1-2, role-play the interview, practice present and past tense verbs and forming questions, Apply On Your Own (T283).</p> <p>5. Teacher: teach vocabulary, Teach/Model Reading Strategy: Ask Questions and Self Question, Practice Together, Academic Language Frame 45, Focus on Genre-History Article, Preview, Critical Viewing, Set a Purpose, Active Reading: Self Question, Use Word Parts, Sequence, Select a Strategy, Introduce Interview,</p>	
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	<p>Teach Text Features, Choral Reading, and Check Understanding at every skill.</p> <p>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 113-114, ask question and self question, preview, Contrast Visual Details, interpret and respond to visuals (T287), read to self question, use word parts, sequence, select a reading strategy, recognize interview and chorally read.</p> <p>7. Teacher/Student: Connect Reading and Writing (T295), Practice Book p. 115, Connect Across the Curriculum (T296-299), Academic Language Transparency Frame 46, Analyze Text Structure: Sequence, Use Word Parts, View the Wreck of Titanic, Conduct a Career Interview, Ask For and Give Information, and Write About the Past, Practice Book pgs.116-118.</p> <p><b>Closure:</b> View the Wreck of Titanic (T297)</p> <p><b>Expansion/Extension/Homework:</b> Content Area Connections (T290)</p>	
<p><b>Differentiation</b></p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T280-T288)</b></p> <p>ELP 1 and 2 – determined by English language proficiency of student</p> <p>ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "Inside" book series, Graphic Organizers</p>		

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Title: Social Studies Unit: "The Drive to Discover"				Lesson #2			
Content Area: ESL							
Lesson Title: "The Forgotten Treasure"				Timeframe: 7-8 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
Students will: <i>Listening:</i> listen to a chant Language CD 2, tracks 3-4 (T301).  <i>Speaking:</i> view and respond to video, Digital Library (T300).  <i>Reading:</i> read vocabulary words, actively read  <i>Writing:</i> Write About The Guiding Question (T317), Write On Your Own (T321)		<b>Key Vocabulary:</b> beautiful, forest, forget, locate, loss, remember, skeleton, treasure <b>Academic Vocabulary:</b> organize, record, sequence, theme <b>Key Language structures:</b> use verb tense <i>be</i> and <i>have</i> , use word parts (suffixes), use past tense verbs <b>Warm-up:</b> Selection Overview <b>Lesson Sequence:</b> 1. Teacher: Build Background Knowledge, play Digital Library video, Connect, Tap Prior Knowledge, Language CD 2, tracks 3-4, Model the Language Function, Teach/Model Use Verb Tense <i>Be</i> and <i>Have</i> , Practice Together, Academic Language Frame Transparency 48, to help students engage in a discussion, and Check Understanding at every skill.			<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>• Practice Book pgs. 119-125</li><li>• Write About The Guiding Question (317)</li><li>• Write On Your Own (T321)</li><li>• Selection Test # 2</li></ul>		

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	<p>2. Students: view and respond to the video, Practice Book p. 119, take notes and analyze video, listen to Language CD 2, tracks , 3-4, learn verb tense <i>be</i> and <i>have</i>, Try It! (T302), Apply On Your Own-Discussion (T303).</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Ask Questions-Find Answers to Your Questions, Practice Together, Academic Language Frame 49, Focus on Genre-Folktale, Preview, Critical Viewing, Set a Purpose, Active Reading, Find Answers to Questions, Use Context Clues, Predict, Use Word Parts, Sequence, Select a Reading Strategy, Read Aloud, Sensory Images, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Ask Questions: Find Answers to Questions Strategy, Practice Together, Practice Book pgs. 120-121, preview, Critical View: interpret, respond, and compare visuals, Set a Purpose, actively read, Find Answers to Questions, Use Context Clues, Predict, Use Word Parts, Sequence, Select a Reading Strategy, Read Aloud, and Sensory Images.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T317) Practice Book p. 122, Connect Across the Curriculum(318-321) Academic Language Frame 50, Analyze Text Structure: Sequence, Use Word Parts, Discover Tools of the Past,</p>	
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	<p>Analyze Theme, Engage in Discussion and Write About the Past, Practice Book pgs. 123-125.</p> <p><b>Closure:</b> Character Interview, Sum It Up, #1 (T317)</p> <p><b>Expansion/Extension/Homework:</b> Practice Book pgs. 119-125</p>	
<p><b>Differentiation</b></p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T300-T308)</b></p> <p>ELP 1 and 2 – determined by English language proficiency of student</p> <p>ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, “<u>Inside</u>”_book series</p>		

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Title: Social Studies Unit: "The Drive to Discover"					Lesson Plan # 3		
Content Area: ESL							
Lesson Title: "Mysteries of the Ancient Past"				Timeframe: 7-8 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: Website, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen an explanation, Language CD 2, track 5 (T323)</p> <p><i>Speaking:</i> view and respond to images, Digital Library (T322)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write About The Guiding Question (T341), Write On Your Own (T345)</p>		<p><b>Key Vocabulary:</b> ancient, archaeologist, artifact, bury, civilization, clue, pyramid, tomb</p> <p><b>Academic Vocabulary:</b> fact, organize, record, discover</p> <p><b>Key Language Structures:</b> use present and past tense verbs, use word parts (prefixes)</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <p>1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Picture Prompt, Language CD 2, track 5, Model the Language Function, Teach/Model Use Past Tense Verbs, Practice Together, Describe a Favorite Topic, Academic Language Transparency</p>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Sum it Up, 5 W's Chart #1 (T341)</li><li>• Write About The Guiding Question (T341)</li><li>• Write On Your Own (T345)</li><li>• Practice Book pgs. 126-132</li><li>• Selection Test #3</li></ul>		

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	<p>Frame 52 and Check Understanding at every skill.</p> <p>2. Students: view and respond to the images, Practice Book p. 126, K-W-L Chart, listen to Language CD 2, track 5, work in pairs to define and explain, practice past tense verbs, Try It! (T324), Apply On Your Own-Describe a Favorite Topic, (T325)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Ask Questions-Find Answers to Your Questions, Academic Language Frame 53, Practice Together, Focus on Genre-History Article, Preview, Critical Viewing, Set a Purpose, Active Reading, Find Answers to Your Questions, Use Word Parts, Main Idea and Details, Select a Reading Strategy, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book pgs. 127-128, reading strategy: ask questions and find answers to your questions, preview, analyze, interpret and respond to visuals, set a purpose, actively read, Active Reading, Find Answers to Your Questions, Use Word Parts, Main Idea and Details, Select a Reading Strategy.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T341) Practice Book p. 129, Connect Across the</p>	
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	<p>Curriculum (T342-T345),  Practice Book pgs. 130-132,  Analyze Text Structure Main  Idea and Details, Use Word  Parts, Research Pyramids,  Explore Egyptian Art,  Define and Explain, and  Write About the Past and  Present.</p> <p><b>Closure:</b> Explore the Guiding  Question (347)  <b>Expansion/Extension/Homework:</b>  Reflect on Your Reading,  Organization of Ideas (T347)</p>	
<p><b>Differentiation</b>  Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T322-T330)</b>  ELP 1 and 2 – determined by English language proficiency of student  ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>" book series</p>		

# Unit 3



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Grade level Cluster :		ESL II.	Unit #3
<b>Unit Title:</b> Social Studies Unit: “Struggle for Freedom”		<b>Program Design:</b> Class period by grade level (grade 8) – 80 minutes per day	
<b>Target Proficiency Level:</b> Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
<b>Unit Summary</b> In this unit, Social Studies: “Struggle for Freedom”, students will learn the risks people took to free themselves and others. They will also compare the modern day struggles to those throughout history. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, activate prior knowledge, build background knowledge, listen and take notes, participate in a discussion, analyze text structure: cause and effect, use context clues, summarize, make inferences, make comparisons, identify main idea and detail, describe, listen to a formal presentation and summary, listen to a chant, use nouns and pronouns in the subject and predicate, use subject and object pronouns, use possessive nouns, preview, recognize genre, use text features, set a purpose, read with intonation, expressing and phrasing, ,set a purpose, select a strategy, recognize and appreciate aspects of world cultures, analyze figurative language: symbolism, select a focus, synthesize information from multiple sources, present ideas in a logical order, deliver a narrative presentation, express opinions, listen to information and express opinions, write in response to literature, use the research process, formulate interview questions, distinguish fact from opinion, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by asking family members about heroes they know that fought for freedom.			
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies <b>21<sup>st</sup> Century Themes:</b> Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
<b>Learning Targets</b>			
<b>WIDA</b>	<b>English Language Proficiency Standards</b>		
<b>ELP Standard 1</b>	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources; interpret and present information.		
<b>ELP Standard 2</b>	Present visually-supported information from multimedia; produce original ideas that incorporate new information.		
<b>ELP Standard 4</b>	Summarize and present information on temperature changes from charts or graphs; identify characteristics or conditions for natural disasters based on text and graphic support.		
<b>Language Domains</b>	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
<b>CCSS</b>	<b>Common Core State Standards</b>		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of		

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	specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.7	Conduct short research projects to answer a question (including a self-

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	generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1b	Form and use verbs in the active and passive voice.
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2c	Spell correctly.
L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and

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	domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Related Cultural Content Statements</b> In this unit students will learn that the freedoms they enjoy today are the outcomes of someone else's struggles.	
<b>Unit Essential Question</b> What language do students need in order to demonstrate comprehension and engage in the examination of how far people will go for the sake of freedom?	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about the impact that Struggle for Freedom has on people require specific academic language.</li> <li>• Knowledge of varied techniques and strategies aid to develop a persuasive essay.</li> </ul>
<b>Summative Assessment:</b> Students will research the topic of Struggle for Freedom, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop a persuasive essay. <b>Equipment needed:</b> Computers, Brightlinks/Smartboard, internet resources, or Power Point <b>Teacher Resources:</b> Brightlinks/Smartboard, Power Point, <i>Inside</i> book series.	
<b>Unit Learning Targets:</b> Through learning activities and experiences related to the impact of Struggle for Freedom, students will <ul style="list-style-type: none"> <li>• Understand , interpret, and apply written and spoken language;</li> <li>• Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing</li> <li>• Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;</li> <li>• Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;</li> </ul> Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.	
<b>About the Development of Social Studies Unit: "Struggle for Freedom"</b> The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing what lengths people has gone through struggling for freedom. This instructional plan serves as an illustration of how a curricular unit can be developed using	

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historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 <b>“Escaping to Freedom” : Biography</b>	<b>8-9 days</b>
Lesson 2 <b>“Brave Butterflies”: Short Story</b>	<b>7-8 days</b>
Lesson 3 <b>“Seeking Freedom”: History Feature</b>	<b>7-8 days</b>

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Title: Social Studies Unit: "Struggle for Freedom"					Lesson Plan #1		
Content Area: ESL							
Lesson Title: "Escaping to Freedom"				Timeframe: 8-9 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to Read Aloud, R #4, (T348) listen to formal presentation and summary, Language CD 2, tracks 6-7, (T355).</p> <p><i>Speaking:</i> Share and Compare group activity, (T348), View and Respond to Video, Digital Library, (T354).</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, (T369), Write On Your</p>		<p><b>Key Vocabulary:</b> assist, capture, escape, freedom, reward, right, slave, travel</p> <p><b>Academic Vocabulary:</b> arrange, context, source, interpret</p> <p><b>Key Language structures:</b> use nouns in the subject and predicate</p> <p><b>Warm-up:</b> Connect, View the Image (T348).</p> <p><b>Lesson Sequence:</b></p> <p>1. Teacher: Introduces unit and engage students in discussing the image, Read Aloud, R#4, Introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model ,Organization of Ideas, Context Clues for Unfamiliar Words, Vocabulary Routine 1, Practice Together,</p>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Write About the Guiding Question, (T369)</li><li>• Write On Your Own (T373)</li><li>• Practice Book pgs. 136-145</li><li>• Content Connection (T364)</li><li>• Selection Test #1</li></ul>		



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Own (T373)	<p>and Check Understanding at every skill.</p> <p>2. Students: view and discuss image, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice Book p. 136, identify organization of ideas, cause and effect, use context clues for unfamiliar words, Practice Book p. 137-138.</p> <p>3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, formal presentation and summary Language CD 2, tracks 6-7, Model the Language Function, Teach/Model using nouns in subject and predicate, Practice Together, Academic Language Frame Transparency 55 to help students construct summaries (T354-357)) and check understanding.</p> <p>4. Students: view and respond to video, Practice Book p. 139, Connect, listen to Language CD 2, tracks 6-7, work in groups to summarize a presentation, practice nouns in the subject and predicate, Try It! (356), Apply On Your Own-summarize (T357).</p> <p>5. Teacher: teach vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Determine Importance, Practice Together, Academic Language Frame 56, Focus on Genre-Biography, Preview, Critical</p>	
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	<p>Viewing, Set a Purpose, Active Reading: Summarize, Use Context Clues for Unfamiliar Words, Cause and Effect, Select a Strategy, Use Word Parts, Read Aloud, Choral Reading, Song, and Check Understanding at every skill.</p> <p>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 140-141, determine importance, practice together, preview, Contrast Visual Details, interpret, respond and analyze visuals (T361), read to summarize, use context clues for unfamiliar words, Cause and Effect, Select a Strategy, Use Word Parts, read aloud, and chorally read.</p> <p>7. Teacher/Student: Connect Reading and Writing (T369), Practice Book p. 142, Connect Across the Curriculum (T370-T373), Academic Language Transparency Frame 57  Analyze Text Structure: Cause and Effect, Use Context Clues, Research the Underground Railroad, Dramatize a Song, Summarize, and Write About Freedom, Practice Book pgs. 143-145.</p> <p><b>Closure:</b> Vocabulary Review (T369)</p> <p><b>Expansion/Extension/Homework:</b>  Content Area Connections (T364)</p>	
<p><b>Differentiation</b>  Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . <b>(Depending on the need of the students, utilize</b></p>		



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**the Multi-Level Strategies found on pages T354-T362)**

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources:** Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

**Equipment needed:** Computers, "Inside"\_book series, Graphic Organizers

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Title: Social Studies Unit: "Struggle for Freedom"				Lesson Plan #2			
Content Area: ESL							
Lesson Title: "Brave Butterflies "				Timeframe: 7-8 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a chant Language CD 2, track 8 (T375).</p> <p><i>Speaking:</i> view and respond to video, Digital Library (T374).</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Write About The Guiding Question (T391), Write On Your Own (T395)</p>		<p><b>Key Vocabulary:</b> arrest, dictator, hopeful, journal, organize, politics, rescue, violent</p> <p><b>Academic Vocabulary:</b> demonstrate, explain, source, topic</p> <p><b>Key Language structures:</b> use pronouns in the subject and predicate, use subject and object pronouns</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background Knowledge, access Digital Library video, Connect, Tap Prior Knowledge, Language CD 2, track 8, Model the Language Function, Teach/Model Pronouns in the Subject and Predicate, Practice Together, Academic Language Frame Transparency 58, to help students make comparisons,</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Practice Book pgs. 146-152</li><li>• Write About The Guiding Question (391)</li><li>• Write On Your Own (T395)</li><li>• Selection Test # 2</li></ul>		

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	<p>and Check Understanding at every skill.</p> <p>2. Students: view and respond to the video, Practice Book p. 146, listen to Language CD 2, track, 8, Chant, work in pairs to make a Venn diagram, Use pronouns in subject and predicate Try It! (T376), Apply On Your Own-Make Comparisons (T377).</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Ask Questions-Determine Importance, Main Idea and Details, Practice Together, Academic Language Frame 59, Focus on Genre-Short Story, Preview, Critical Viewing, Set a Purpose, Active Reading, Identify Main Ideas and Details, Use Context Clues for Unfamiliar Words, Cause and Effect, Make a Prediction, Use Word Parts, Select a Reading Strategy, Introduce Biography, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Practice Book p. 147-148, Reading Strategy: Determine Importance, Identify Main Ideas and Details, preview, Critical View: interpret, respond, analyze design, Interpret and Respond, Set a Purpose, actively read, Identify Main Ideas and Details, Use Context Clues</p>	
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	<p>for Unfamiliar Words, Cause and Effect, Make a Prediction, Use Word Parts, Select a Reading Strategy, Introduce Biography</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T391) Practice Book p. 149, Connect Across the Curriculum(T392-T395) Academic Language Frame 60, Analyze Text Structure: Cause and Effect, Use Context Clues, Research Freedom Seekers, Analyze the Topic, Make Comparisons, and Write About a New Home, Practice Book pgs. 150-152.</p> <p><b>Closure:</b> Sum It Up, #1-3 (T391)  <b>Expansion/Extension/Homework:</b> Practice Book pgs. 146-152</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T374-T382)</b>          ELP 1 and 2 – determined by English language proficiency of student          ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>"_book series</p>		

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Title: Social Studies Unit: "Struggle for Freedom"				Lesson Plan #3			
Content Area: ESL							
Lesson Title: "Seeking Freedom"				Timeframe: 7-8 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	x	Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> information and opinions, Language CD 2, track 9 (T397)</p> <p><i>Speaking:</i> view and respond to images, Digital Library (T396)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write About The Guiding Question (T413), Write On Your Own (T417)</p>		<p><b>Key Vocabulary:</b> government, law, leader, opinion, protest, public, responsibility, system</p> <p><b>Academic Vocabulary:</b> fact, demonstrate, context, interview</p> <p><b>Key Language Structures:</b> use possessive nouns</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Language CD 2, track 9, Model the Language Function, Teach/Model Use Possessive Nouns, Practice Together, Discuss Ideas About Freedom, Academic Language Transparency Frame 62 and Check Understanding at every skill.</li><li>2. Students: view and respond to the images, Practice Book p. 153,</li></ol>			<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"><li>• Write About The Guiding Question (T413)</li><li>• Write On Your Own (T417)</li><li>• Practice Book pgs. 153-159</li><li>• Selection Test #3</li></ul>		

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	<p>listen to Language CD 2, track 9, work in pairs to share opinions, practice possessive nouns, Try It! (T398), Apply On Your Own-Express Opinions, (T399)</p> <p>6. Teacher: Teach Vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Determine Importance, Academic Language Frame 63, Practice Together, Focus on Genre-History Feature, Preview, Critical Viewing, Set a Purpose, Active Reading, What's Important, Use Context Clues for Unfamiliar Words, Cause and Effect, Use Word Parts, Select a Reading Strategy, and Check Understanding at every skill.</p> <p>3. Students: learn and practice vocabulary words, Practice Book pgs. 154-155, reading strategy: determine important, preview, analyze, interpret and respond to visuals, set a purpose, actively read, what's important, use context clues for unfamiliar words, cause and effect, use word parts.</p> <p>4. Teacher/Student: Connect Reading and Writing p. (T413) Practice Book p. 156, Connect Across the Curriculum (T414-T417), Practice Book pgs. 157-159, Analyze Text Structure Cause and Effect, Use Context Clues, Research Constitutional Rights, Distinguish Facts and Opinions, Express Opinions, and Write About the Human Rights.</p> <p><b>Closure:</b> Explore the Guiding Question (419)</p> <p><b>Expansion/Extension/Homework:</b> Reflect on Your Reading, Organization</p>	
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	of Ideas (T419)	
<b>Differentiation</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T396-T404)</b> ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student		
<b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer		
<b>Equipment needed:</b> Computers, " <u>Inside</u> "_book series		

# Unit 4



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Grade level Cluster :		ESL II.	Unit # 4
Unit Title: Social Studies Unit: “Finding Your Own Place”		Program Design: Class period by grade level (grade 7) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary			
In this unit: “Finding Your Own Place”, students will learn about the struggles immigrants face after immigrating to other countries and how they need to fit in. Through a series of scaffolded learning strategies: the students will use academic language, use context clues for multiple meaning words, respond to and interpret visuals, express and deliver ideas effectively, express ideas and feelings, participate in songs and poems, activate prior knowledge, build background knowledge, preview, predict, recognize genre, compare and contrast, read with intonation, expression and appropriate phrasing, recognize and appreciate aspects of world culture, summarize, writing to literature, analyze narrator’s point of view, analyze poetry, write with effective statement, listen to information, ask and answer questions, set a purpose, deliver an information presentation, speak clearly and make eye contact, locate and organize information, use technology, convert data into graphic aids, deliver persuasive presentation, preview and listen to selections, give commands, research, and properly use grammar, utilize the writing process, reflect on their writing and relate to personal experiences. Students will make a Home-School Connection by talking with family members or friends about familiar things they brought with them to their new community.			
Interdisciplinary Connections: Language Arts, Social Studies			
21 <sup>st</sup> Century Themes: Global Awareness, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELD Standard 1	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
ELD Standard 3	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		

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RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.2b	Spell correctly.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Cultural Content Statements**

The students will be able to understand the importance of characters and the role they play in a story.

**Unit Essential Question**

What language do students need in order to demonstrate comprehension will learn about the struggles immigrants face after immigrating to other countries and how they need to fit in?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the impact that human life has on the planet require specific academic language.
- Knowledge of varied techniques and strategies aid to develop making comparisons.

**Evidence of Learning**

**Summative Assessment:**

Students will use background knowledge and internet research to make comparisons. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.

**Equipment needed:** Computers, Brightlinks/SmartBoard, internet resources

**Teacher Resources:** Brightlinks/Smart Board, *Inside* book series.

**Unit Learning Targets:** Through learning activities and experiences related to the impact of the past on the present, students will

- Understand , interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

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<p><b>About the Development of Social Studies Unit: “Finding Your Own Place”</b></p> <p>The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing the assimilations immigrants experience when starting a new life in a new country. This instructional plan serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.</p>	
<b>Lesson</b>	<b>Timeframe</b>
Lessons 1-5 <b>“Growing Together”: Personal Narrative</b>	<b>8-9 days</b>
Lessons 6-10 <b>“Kids Like Me”: Interview</b>	<b>7-8 days</b>
Lessons 11-15 <b>“Familiar Places”: Expository</b>	<b>7-8 days</b>
<p><b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.</p>	

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Title: Social Studies Unit: "Finding Your Own Place"					Lesson Plan #1		
Content Area: ESL							
Lesson Title: "Growing Together"				Timeframe: 8-9 days			
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> Listen to a description, Read Aloud, <i>A New Home</i>, R3, (T0), listen to a poem, Language CD 1, tracks 1-2</p> <p><i>Speaking:</i> view and discuss a painting (T0), view and respond to the video (T6).</p> <p><i>Reading:</i> read passages (T3), preview and read selection</p> <p><i>Writing:</i> Write About the Guiding Question writing assignment (T19), Write on Your Own #3, (T23)</p>		<p><b>Key Vocabulary:</b> analyze, explain, arrange, compare, context, angry, change, immigrant curious, learn, leave, ordinary, strange</p> <p><b>Key Language structures:</b> use statements with <i>am</i>, <i>is</i> and <i>are</i>, express ideas and feelings</p> <p><b>Warm-up:</b> Introduce Unit Launch</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Introduces unit and engage students in discussing the painting, Read Aloud, R#3, introduce academic vocabulary, ask questions, create a class Mind Map, share and compare, pose guiding questions, discuss one's own place, Tap Prior Knowledge, teach and model organization of ideas, identify signal words for compare and contrast, use context clues, check understanding.</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Prediction Chart p. (T11-15)</li><li>• Practice Book pgs. 1-10</li><li>• Write About the Guiding Question writing assignment (T19)</li><li>• Compare and Contrast Chart p. 21</li></ul>		



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	<ol style="list-style-type: none"> <li>2. Students: view and discuss painting, listen to a description, answer questions, contribute to the Mind Map, read passages, compare and contrast, identify context clues, Practice Book p. 1-3.</li> <li>3. Teacher: focus on Overview, Build Background knowledge, Meet the Author, access the Digital Library and play video, read and discuss proverbs, Tap Prior Knowledge, Language CD 1, tracks 1-2, Model the Language Function, Teach/Model using <i>am, is</i> and <i>are</i>, Practice Together, check understanding, Academic Language Frame Transparency 1 to assist students to express ideas and feelings. (T6-9)</li> <li>4. Students: view and respond to video, Practice Book p. 4, Quickwrite, listen to song and poem, think, pair, share, guided practice, Make A Self-Portrait.</li> <li>5. Teacher: Teach Vocabulary, practice words, Teach/Model reading strategy preview and predict, teacher will create a prediction chart , Guided Practice, post Academic Language Frame, Focus On Genre, Preview Selection, Set a Purpose, Active Reading, Preview and Predict, Model Context Clues, and Check Understanding at every skill.</li> <li>6. Students: learn vocabulary, make cards for each word, Vocabulary Routines, Practice Book pgs. 5-6, compare and contrast visual details, interpret and respond to visuals, preview and predict, chorally read aloud,</li> </ol>	
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	<p>work in groups to create a prediction chart p. T15, #4.</p> <p>7. Teacher: Review Vocabulary, Critical Thinking, use T565 to review the elements of intonation, review previously created prediction chart, Vocabulary Review and Check Understanding at every skill.</p> <p>8. Students: share predictions, write about Guiding Question, Practice Book p. 7</p> <p>9. Teacher: introduce, teach and model academic vocabulary, Analyze Narrator's Point of View, practice together Academic Language Transparency 3, Use Context Clues, Analyze Text Structure: Compare and Contrast (T20-21) and Check Understanding at every skill.</p> <p>10. Students: Try It!, Practice Book p. 8-9, Analyze Text Structure: Compare and Contrast #1-2, (T21)</p> <p>11. Teacher: Analyze Poetry, Teach/Model academic vocabulary, Analyze Poetry, practice together, Academic Language Frame Transparency 5, Express Ideas and Feelings, Write About Someone You Know and Check Understanding at every skill.</p> <p>12. Students: Try It!, act out a feeling, Write On Your Own.</p> <p><b>Closure:</b> Write on Your Own #3, (T23)</p> <p><b>Expansion/Extension/Homework:</b> Practice Book p. 10</p>	
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**Differentiation**

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. **(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T6-T14)**

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources :** Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

**Equipment needed:** Computers, SmartBoard

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Title: Social Studies Unit: "Finding Your Own Place"					Lesson Plan #2					
Content Area: ESL										
Lesson Title: "Kids Like Me"				Timeframe: 7-8 days						
Lesson Components										
21 <sup>st</sup> Century Themes										
x	Global Awareness			Financial, Economic, Business, and Entrepreneurial Literacy			Civic Literacy		Health Literacy	
21 <sup>st</sup> Century Skills										
x	Creativity and Innovation		x	Critical Thinking and Problem Solving		x	Communication		x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies, Mathematics										
Integration of Technology: InsideNG.com, SmartBoard										
Goals/Objectives			Learning Activities/Instructional Strategies				Assessment Tasks			
<p>Students will:</p> <p><i>Listening:</i> listen to questions on Language CD 1, track 3</p> <p><i>Speaking:</i> students will conduct and interview and interpret and respond to visuals</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Try It! (T26) write statements that give information, Write About The Guiding Question (T37)</p>			<p><b>Key Vocabulary:</b> what, where, when, who, adjust, appreciate, culture, different, opportunity, relative, understand, value</p> <p><b>Key Language structures:</b> ask and answer questions, use questions and statements, write with statements and questions</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background knowledge, play Digital Library video, Tap Prior Knowledge, Picture Prompt, Language CD 1, track 3, Model the Language Function, Market Role-Play, Teach/Model Questions and Statements, Practice Together, and Check Understanding at every skill.</li><li>2. Students: view and respond to the video, Practice Book p. 11, listen to Language CD 1, track</li></ol>				<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Practice Book pgs. 12-17</li><li>• Try It! (T26) write statements that give information</li><li>• Write About</li><li>• The Guiding Question (T37)</li><li>• Try It! (T38)</li></ul>			

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	<p>3, role-play, Try It!, Apply On Your Own (T27)</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Preview and Set a Purpose, Practice Together, Focus on Genre, Plan Your Reading, Preview, Critical Viewing, Set a Purpose, Active Reading, Analyze Text Structure , Compare and Contrast Academic Language Frame Transparency 8, Use Context Clues, Research Population Change and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 12-13, Practice Together, Plan Your Writing, preview, analyze, interpret and respond to visuals, Connect Reading and Writing p. 37, Practice Book pgs. 14-17, Try It! (T38), conduct research, make a graph, report findings (T40). Write On Your Own-email.</p> <p><b>Closure:</b> Try It! Venn diagram (T60)  <b>Expansion/Extension/Homework:</b> Practice Workbook pages 12-17.</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (<b>Depending on the need of the students, utilize the Multi-Level Strategies found on pages T24-T32</b>)          ELP 1 and 2 – determined by English language proficiency of student          ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "Inside" book series</p>		

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Title: Social Studies Unit: "Finding Your Own Place"					Lesson Plan #3						
Content Area: ESL											
Lesson Title: "Familiar Places"					Timeframe: 7-8 days						
Lesson Components											
21 <sup>st</sup> Century Themes											
x	Global Awareness			Financial, Economic, Business, and Entrepreneurial Literacy			Civic Literacy			Health Literacy	
21 <sup>st</sup> Century Skills											
x	Creativity and Innovation		x	Critical Thinking and Problem Solving		x	Communication		x	Collaboration	
Interdisciplinary Connections: Language Arts, Social Studies											
Integration of Technology: InsideNG.com, SmartBoard											
Goals/Objectives			Learning Activities/Instructional Strategies				Assessment Tasks				
<p>Students will:</p> <p><i>Listening:</i> listen to and practice giving commands Language CD 1, track 4, respond to visuals</p> <p><i>Speaking:</i> view and respond to a Digital Library video, role-play</p> <p><i>Reading:</i> preview, set a purpose and actively read the selection, read vocabulary words</p> <p><i>Writing:</i> Try It! statement and commands (T44), Write About The Guiding Question (T55), Write On Your Own (T59)</p>			<p><b>Key Vocabulary:</b> agree, community, familiar, festival, native, neighborhood, population, tradition</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background knowledge, play Digital Library video, Tap Prior Knowledge, Rap, Language CD 1, track 4, Model the Language Function, Inside-Outside Circle, Teach/Model Statements and Commands, Practice Together, and Check Understanding at every skill.</li><li>2. Students: view and respond to the video, Practice Book p. 18, listen to Language CD 1, track 4, circle activity, Try It!, Apply On Your Own, (T45)</li><li>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Preview and Set a Purpose, Practice Together, Focus on</li></ol>				<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Try It! statement and commands (T44)</li><li>• Write About The Guiding Question (T55)</li><li>• Write On Your Own (T59)</li><li>• Practice Book pgs. 18-24</li></ul>				

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	<p>Genre-Expository Nonfiction, Plan Your Reading, Preview, Critical Viewing, Set a Purpose, Active Reading, Use Context Clues for Multiple Meaning Words, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 19-20, Practice Together, Plan Your Writing, preview, analyze, interpret and respond to visuals, preview, set a purpose, actively read, use context clues-multiple meaning words.</p> <p>5. Teacher/Students: Connect Reading and Writing (T55)</p> <p>6. Teacher: Analyze Text Structure: Main Idea, Teach/Model Academic Vocabulary, display Academic Language Frame Transparency 11, Use Context Clues</p> <p>7. Students: learn academic vocabulary, identify main idea, Try It! p. 56, Practice Book p. 22, use context to identify meaning Practice Book p. 23.</p> <p>8. Teacher/Students: Research/Speaking (T58-59)</p> <p><b>Closure:</b> Explore the Guiding Question #2, T61</p> <p><b>Expansion/Extension/Homework:</b> Give Directions (T57)</p>	
<p><b>Differentiation</b></p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (<b>Depending on the need of the students, utilize the Multi-Level Strategies found on pages T42-T50</b>)</p> <p>ELP 1 and 2 – determined by English language proficiency of student</p> <p>ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, “<u>Inside</u>”_book series</p>		

# Unit 5

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Grade level Cluster :		ESL II.	Unit # 5
Unit Title: Social Studies Unit: “Art and Soul”		Program Design: Class period by grade level (grade 8) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary			
In this unit, Social Studies: “Art and Soul”, students will learn about diverse artwork and how people use it to express themselves. They will also compare the modern day struggles to those throughout history. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, use academic and key vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, create images, participate in a discussion, analyze text feature, interpret figurative language, activate prior knowledge, build background knowledge, deliver ideas effectively, role play, draw conclusions, preview, recognize genre, set a purpose, read with intonation, expressing and fluent phrasing, recognize and appreciate aspects of world cultures, write in response to literature, distinguish fact from opinion, analyze and evaluate news media, interpret metaphors, give steps in a process, recite poems/songs, listen to and act out dialogue, use text features, analyze author’s purpose and tone, deliver a narrative presentation, use the research process, listen to and retell a story, participate in a rap, use compound and complex sentences, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by asking family members if they have ever used any kind of mask, face painting or costume as part of a cultural tradition.			
Interdisciplinary Connections: Language Arts, Social Studies			
21 <sup>st</sup> Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELP Standard 1	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources; interpret and present information.		
ELP Standard 2	Present visually-supported information from multimedia; produce original ideas that incorporate new information.		
ELP Standard 4	Summarize and present information on temperature changes from charts or graphs; identify characteristics or conditions for natural disasters based on text and graphic support.		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of		



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	specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2e	Establish and maintain a formal style.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.9a	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.2c	Spell correctly.
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5b	Use the relationship between particular words to better understand each of the words.
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Cultural Content Statements**

In this unit students will learn that artwork is part of cultural tradition.

**Unit Essential Question**

What language do students need in order to demonstrate comprehension and engage in the examination of what do we learn about people from their artful expressions?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the impact that Art and Soul has on people require specific academic language.
- Knowledge of varied techniques and strategies aid to develop personal correspondence.

**Evidence of Learning**

**Summative Assessment:**

Students will research the topic of Art and Soul, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They utilize the internet to do research to develop a personal correspondence.

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**Equipment needed:** Computers, Brightlinks/Smartboard, internet resources, or Power Point

**Teacher Resources:** Brightlinks/Smartboard, Power Point, *Inside* book series.

**Unit Learning Targets:** Through learning activities and experiences related to the impact of Art and Soul, students will

- Understand , interpret, and apply written and spoken language;
  - Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
  - Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
  - Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

**About the Development of Social Studies Unit: “Art and Soul”**

The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing what we learn about people from their artful expressions.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	Timeframe
Lesson 1 “Old Music Finds New Voices” : Newspaper Article	8-9 days
Lesson 2 “Making Faces”: Magazine Article	7-8 days
Lesson 3 “Wings”: Short Story	7-8 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Title: Social Studies Unit: "Art and Soul"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "Old Music Finds New Voices"				Timeframe: 8-9 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to Read Aloud, R #6, (T492) listen to, Language CD 2, track 14, (T499).</p> <p><i>Speaking:</i> Share and Compare group activity, (T492), View and Respond to Video, Digital Library, (T498).</p> <p><i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, (T511), Write On Your Own (T515)</p>		<p><b>Key Vocabulary:</b> approve, career, competition, concert, instrument, preserve, roots, support</p> <p><b>Academic Vocabulary:</b> report, interpret, communicate, select</p> <p><b>Key Language structures:</b> use complete sentences</p> <p><b>Warm-up:</b> Connect, View Mosaic (T492).</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Introduces unit and engage students in discussing the mosaic, Read Aloud, R#6, Introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model, Text Features, Interpret Figurative Language, Vocabulary Routine 1, Practice Together, and Check</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Sum It Up (511)</li><li>• Write About the Guiding Question, (T511)</li><li>• Write On Your Own (T515)</li><li>• Practice Book pgs. 190-199</li><li>• Content Connection (T508)</li><li>• Selection Test #1</li></ul>		

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	<p>Understanding at every skill.</p> <p>2. Students: view and discuss mosaic, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, Practice Book p. 190, text features, figurative language, Practice Book p. 191-192.</p> <p>3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Picture Prompt Language CD 2, track 14, Model the Language Function, Teach/Model complete sentences, Practice Together, Academic Language Frame Transparency 77 to use appropriate language (T498-501) and check understanding.</p> <p>4. Students: view and respond to video, Practice Book p. 193, Connect, listen to Language CD 2, track 14, work in pairs to role-play a situation, use complete sentences, Try It! (500), Apply On Your Own- use appropriate language (T501).</p> <p>5. Teacher: teach vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Synthesize-Draw Conclusions, Practice Together, Academic Language Frame 78, Focus on Genre- Newspaper Article, Preview, Critical Viewing, Set a Purpose, Active Reading: Draw Conclusions, Figurative Language, Use Context Clues, Select a Strategy, Read Aloud,</p>	
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	<p>Choral Reading , Song and alliteration, and Check Understanding at every skill.</p> <p>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 194-195, draw conclusions, practice together, preview, Contrast Visual Details, interpret, respond and analyze visuals (T505), read to draw conclusions, use context clues, figurative language, Select a Strategy, read aloud, and chorally read.</p> <p>7. Teacher/Student: Connect Reading and Writing (T511), Practice Book p. 196, Connect Across the Curriculum (T512-T515), Academic Language Transparency Frame 79, Analyze News Media, Interpret Metaphors, Share Information, Recite Songs, Use Appropriate Language, and Write About Music, Practice Book pgs.197-199.</p> <p><b>Closure:</b> Sum It Up (T511)  <b>Expansion/Extension/Homework:</b> Content Area Connections (T508)</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T498-T506)</b>          ELP 1 and 2 – determined by English language proficiency of student          ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "Inside" book series, Graphic Organizers</p>		

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Title: Social Studies Unit: “Art and Soul”					Lesson Plan #2					
Content Area: ESL										
Lesson Title: “Making Faces ”				Timeframe: 7-8 days						
Lesson Components										
21 <sup>st</sup> Century Themes										
	Global Awareness			Financial, Economic, Business, and Entrepreneurial Literacy			Civic Literacy		Health Literacy	
21 <sup>st</sup> Century Skills										
x	Creativity and Innovation		x	Critical Thinking and Problem Solving		x	Communication		x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies										
Integration of Technology: Internet, InsideNG.com, SmartBoard										
Goals/Objectives			Learning Activities/Instructional Strategies				Assessment Tasks			
<p>Students will:</p> <p><i>Listening:</i> listen to different situations, Language CD 2, track 15 (T517).</p> <p><i>Speaking:</i> view and respond to images, Digital Library (T515).</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Write About The Guiding Question (T533), Write On Your Own (T537)</p>			<p><b>Key Vocabulary:</b> belief, carve, collect, costume, decorate, design, mask, perform</p> <p><b>Academic Vocabulary:</b> identify, communicate, create, element</p> <p><b>Key Language structures:</b> use compound sentences, fix run-on sentences</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background Knowledge, access Digital Library images, Connect, Tap Prior Knowledge, Language CD 2, track 15, Model the Language Function, Teach/Model Pronouns in the Compound Sentences, Practice Together, Academic Language Frame Transparency 80, to help students with formal language, and Check Understanding at every skill.</li></ol>				<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Practice Book pgs. 200-206</li><li>• Write About The Guiding Question (T533)</li><li>• Write On Your Own (T537)</li><li>• Sum It Up #1, (T533)</li><li>• Selection Test # 2</li></ul>			

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	<p>2. Students: view and respond to the images, Practice Book p. 200, listen to Language CD 2, track, 15, work in groups to perform, use compound sentences, Try It! (T518), Apply On Your Own- Use Appropriate Language (T519).</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Synthesize, Form Generalizations, Practice Together, Academic Language Frame 81, Focus on Genre- Magazine Article, Preview, Critical Viewing, Set a Purpose, Active Reading, Form Generalizations, Go Beyond the Literal Meaning, Select a Reading Strategy, Use Word Parts, Relate Words, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routines, Practice Book p. 201-202, Reading Strategy: synthesize and form generalizations, preview, Critical View: contrast visual details Interpret and Respond, set a purpose, actively read, form generalizations, figurative language, relate words, use word parts, select a reading strategy.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T533) Practice Book p. 203, Connect Across the Curriculum(T534-T537) Academic Language Frame 82, Analyze Author's Purpose and Tone, Analyze Idioms, Present a Story, Explore Ancient Greek Drama, Use Appropriate Language, and Write</p>	
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	<p>About Your Interests, Practice Book pgs. 204-206.</p> <p><b>Closure:</b> Sum It Up, #1 (T533)  <b>Expansion/Extension/Homework:</b> Content Area Connections, Design Mask (T531)</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T516-T524)</b>          ELP 1 and 2 – determined by English language proficiency of student          ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>"_book series</p>		



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Title: Social Studies Unit: "Art and Soul"				Lesson Plan #3			
Content Area: ESL							
Lesson Title: "Wings"				Timeframe: 7-8 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts							
Integration of Technology: Internet, InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> to a rap, Language CD 2, tracks 16-18 (T539)</p> <p><i>Speaking:</i> view and respond to images, Digital Library (T538)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write About The Guiding Question (T555), Critical Thinking #1-3 (T555), Write On Your Own (T559)</p>		<p><b>Key Vocabulary:</b> complain, drift, droop, impressed, proud, struggle, useless, whisper</p> <p><b>Academic Vocabulary:</b> interpret, compare, belief, series</p> <p><b>Key Language Structures:</b> use compound and complex sentences</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Language CD 2, tracks 17-18, Model the Language Function, Teach/Model Complex Sentences, Practice Together, Retell a Story, Academic Language Transparency Frame 84 and Check Understanding at every skill.</li><li>2. Students: view and respond to the images, Practice Book p. 207, listen to Language CD 2, track 17-18, work in groups to retell, practice complex sentences, Try It! (T540), Apply On Your Own-retell a story ,</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Write About The Guiding Question (T555)</li><li>• Critical Thinking #1-3 (T555)</li><li>• Write On Your Own (T559)</li><li>• Practice Book pgs. 207-212</li><li>• Selection Test #3</li></ul>		

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	<p>(T541)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routines, Teach/Model Reading Strategy: Synthesize: Compare Across Texts, Academic Language Frame 85, Practice Together, Focus on Genre-Short Story, Preview, Critical Viewing, Set a Purpose, Active Reading, Compare Across Texts, Review figurative Language, Make a Prediction, Use Word Parts, Introduce Myth, Select a Reading Strategy, and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book pgs. 208-209, reading strategy: synthesize: compare across texts, interpret and respond to visuals, set a purpose, actively read: compare across texts, figurative language, make a prediction, use word parts, select a reading strategy.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T555) Practice Book p. 210, Connect Across the Curriculum (T556-T559), Practice Book pgs. 211-213, Compare Characters, Analyze Similes, Research Greek Myths, Analyze Plot Events, Retell a Story, and Write About Myths.</p> <p><b>Closure:</b> Explore the Guiding Question (T561)</p> <p><b>Expansion/Extension/Homework:</b> Critical Thinking #1-3 (T555)</p>	
<p><b>Differentiation</b></p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T538-T546)</b></p> <p>ELP 1 and 2 – determined by English language proficiency of student</p>		

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ELP 3 and 4 – determined by English language proficiency of student
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<b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer
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<b>Equipment needed:</b> Computers, " <u>Inside</u> "_book series
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# Unit 6

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Grade level Cluster :		ESL II	Unit # 6
Unit Title: Earth Science Unit: “Star Power”		Program Design: Class period by grade level (grade 7) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>			
Unit Summary			
In this unit, Earth Science: “Star Power”, students will learn how the stars in the night sky inspire storytelling and generate a curiosity to learn about them. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, use academic vocabulary, visualize, relate to personal experience, use graphic organizers, view, interpret and respond to visuals, listen and take notes, participate in discussions, recognize genre, analyze author’s purpose, activate prior knowledge, build background knowledge, discuss picture prompts, make inferences, use prepositions, use pronouns in prepositional phrases, read with intonation, expressing and appropriate phrasing, summarize, compare cross cultures, use context clues, use the research process, analyze mood and tone, deliver ideas effectively, listen to and analyze persuasive writing, use participles, analyze media, deliver a persuasive presentation, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by conducting a home light survey.			
Interdisciplinary Connections: Language Arts, Science			
21 <sup>st</sup> Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELD Standard 1	English language students (ELLs) communicate for <b>Social and Instructional</b> purposes within the school setting.		
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
ELD Standard 3	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
ELD Standard 4	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Science</b> .		
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		

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RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d	Establish and maintain a formal style.
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

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	above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1a	Explain the function of phrases and clauses in general and their functions in specific sentences.
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2b	Spell correctly.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's



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	position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Related Cultural Content Statements**

How the night sky generates a curiosity to learn about stars.

**Unit Essential Question**

What language do students need in order to demonstrate comprehension and engage in the examination of how people are curious about the stars?

**Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the impact that Star Power have on people require specific academic language.
- Knowledge of varied techniques and strategies aid to develop a persuasive essay.

**Evidence of Learning**

**Summative Assessment:**

Students will research the topic of Star Power, using various resources. Students will then work in heterogeneous groups according to their language proficiency level. They will utilize the internet to do research to develop a persuasive essay.

**Equipment needed:** Computers, Brightlinks/Smartboard, internet resources, or Power Point

**Teacher Resources:** Brightlinks/Smartboard, Power Point, *Inside* book series.

**Unit Learning Targets:** Through learning activities and experiences related to the impact of Star Power, students will

- Understand , interpret, and apply written and spoken language;
  - Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
  - Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
  - Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.



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**About the Development of Earth Science Unit: “Star Power”**

The development of this unit was inspired by the core curriculum standards in Science and Technology addressing why storytellers and scientists are drawn to the stars. This instructional plan serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

<b>Lesson</b>	<b>Timeframe</b>
Lesson 1 “The Earth Under Sky Bear’s Feet” : Myth	8-9 days
Lesson 2 “A Universe of Stars”: Science Article	7-8 days
Lesson 3 “Not-So-Starry Nights”: Persuasive Essay	7-8 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Title: Earth Science Unit: "Star Power"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: "The Under Sky Bear's Feet"				Timeframe: 8-9 days			
Lesson Components							
21 <sup>st</sup> Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Science							
Integration of Technology: Internet							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to an essay Read Aloud, R #5, (T420) listen to a description Language CD 2, track 10, (T427).</p> <p><i>Speaking:</i> Share and Compare group activity, (T420), View and Respond to Images, Digital Library, (T426).</p> <p><i>Reading:</i> Read academic vocabulary, key vocabulary, read passages, and read selection.</p> <p><i>Writing:</i> Write About the Guiding Question, (T443), Research Stories About Stars (T445),</p>		<p><b>Key Vocabulary:</b> advice, continue, hunter, remain, roams, scatter, tale, track</p> <p><b>Academic Vocabulary:</b> space, evaluate, appropriate</p> <p><b>Key Language structures:</b> use prepositions, use of descriptive words</p> <p><b>Warm-up:</b> Connect, View the Photo (T420).</p> <p><b>Lesson Sequence:</b></p> <p>1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, R#5, introduce academic vocabulary, Share and Compare, Pose Guiding Questions, create a class Mind Map, Tap Prior Knowledge, Teach/Model author's purpose persuasive writing, context clues, Practice Together, Vocabulary Routine 1, Practice Together, Check Understanding at every skill.</p>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Write About the Guiding Question, (T443)</li><li>• Write On Your Own (T447)</li><li>• Practice Book pgs. 163-171</li><li>• Beginning, Middle and End Chart (T443)</li><li>• Selection Test #1</li></ul>		

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<p>Write On Your Own (T447)</p>	<ol style="list-style-type: none"> <li>2. Students: view and discuss photo, listen to Read Aloud, learn academic vocabulary, Share and Compare activity, Discuss the Guiding Question, contribute to the Mind Map, learn, compare and identify author's purpose and persuasive writing, use context clues, Practice Book p. 163-165.</li> <li>3. Teacher: focus on Overview, Build Background knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Picture Prompt Language CD 2, track 10, Model the Language Function, Teach/ Model using prepositions, Practice Together, check understanding, Academic Language Frame Transparency 66 to help students for descriptive sentences. (T426-429).</li> <li>4. Students: view and respond to images, Practice Book p. 166, Connect, listen to Language CD 2, track 10, Make a List Poem, use prepositions, Apply On Your Own (T429).</li> <li>5. Teacher: teach vocabulary, Teach/Model Make Inferences, Practice Together, Academic Language Frame 67, Focus on Genre, Preview, Critical Viewing, Set a Purpose, Active Reading, Making Inferences and Using Context Clues, <b>see all skills under Check Understanding,</b></li> <li>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 167-168, make inferences, preview, Contrast Visual Details, interpret and respond to visuals (T433), read to make inferences and context clues</li> </ol>	
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	<p>7. Teacher/Student: Connect Reading and Writing (T443), Connect Across the Curriculum, Academic Language Transparency Frame 68-69, Write About Myths, Use Context Clues, Research Stories About Stars(expansion activity), Analyze Mood and Tone, Describe, Write About a Character in Space. (T444-447), Practice Book pgs. 169-171.</p> <p><b>Closure:</b> Sum It Up! Beginning, Middle and End Chart (T443) #1</p> <p><b>Expansion/Extension/Homework:</b> Research Stories About Stars (T445)</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. . <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T426-T434)</b>          ELP 1 and 2 – determined by English language proficiency of student          ELP 3 and 4 – determined by English language proficiency of student</p>		
<p><b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p><b>Equipment needed:</b> Computers, "<u>Inside</u>"_book series, Graphic Organizers</p>		

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Title: Social Studies Unit: "Star Power"					Lesson Plan #2		
Content Area: ESL							
Lesson Title: "A Universe of Stars"					Timeframe: 7-8 days		
Lesson Components							
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
Students will: <i>Listening:</i> listen to dialogue on Language CD 2, track 11.  <i>Speaking:</i> view and respond to video, Digital Library.  <i>Reading:</i> read vocabulary words, actively read  <i>Writing:</i> Write About The Guiding Question (T463), Write On Your Own (T467)		<b>Key Vocabulary:</b> distance, orbit, space, telescope, temperature, unit, universe, vary <b>Academic Vocabulary:</b> style, appropriate, fact, evaluate <b>Key Language structures:</b> use pronouns in prepositional phrases, use descriptive prepositional phrases <b>Warm-up:</b> Selection Overview <b>Lesson Sequence:</b> 1. Teacher: Build Background knowledge, play Digital Library video, Connect Tap Prior Knowledge, Language CD 2, track 11, Model the Language Function, Teach/Model Pronouns in Prepositional Phrases, Practice Together, Discuss, Define and Explain Outlines, Academic Language Frame Transparency 70, and Check Understanding at every skill.			<b>Formative Assessments:</b> • Practice Book pgs. 173-179 • Write About The Guiding Question (T463) • Write On Your Own (T467) • Sum It Up #1(T463) • Selection Test #2		

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	<p>2. Students: view and respond to the video, Practice Book p. 173, make a K-W-L-S Chart, listen to Language CD 2, track , 11, Practice Pronouns in Prepositional Phrases, Try It!, Apply On Your Own (T451)</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Making Inferences, Practice Together, Academic Language Frame 71, Focus on Genre, Preview, Critical Viewing, Set a Purpose, Active Reading, Making Inferences and Using Context Clues, Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book pgs.174-175 Vocabulary Routines, Practice Together, preview, analyze, interpret and respond to visuals, Set a Purpose, actively read, make inferences and use context clues.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T463) Practice Book p. 176, Connect Across the Curriculum(464-467), Analyze Style, Use Context Clues, Research Energy, Analyze Author's Purpose, Define and Explain, and, Write About an Adventure, Practice Book pgs. 177-179</p> <p><b>Closure:</b> K-W-L-S Chart, Sum It Up, #1 (T463)</p> <p><b>Expansion/Extension/Homework:</b>  Content Area Connections, students will calculate distance between the Earth and the Sun. (T458)</p>	
<p><b>Differentiation</b>  Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize</b></p>		

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**the Multi-Level Strategies found on pages T448-456)**

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources:** Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

**Equipment needed:** Computers

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Title: Social Studies Unit: "Star Power"					Lesson #3		
Content Area: ESL							
Lesson Title: "Not-So-Starry-Nights"				Timeframe: 7-8 days			
21 <sup>st</sup> Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 <sup>st</sup> Century Skills							
x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication	x	Collaboration
Interdisciplinary Connections: Language Arts, Social Studies							
Integration of Technology: InsideNG.com, SmartBoard							
Goals/Objectives		Learning Activities/Instructional Strategies			Assessment Tasks		
<p>Students will:</p> <p><i>Listening:</i> listen to a persuasive argument Language CD 2, track 12-13 (T469)</p> <p><i>Speaking:</i> view and respond to images, Digital Library video, light pollution (T468)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write About The Guiding Question (T485), Write On Your Own (T489)</p>		<p><b>Key Vocabulary:</b> benefit, environment, migrate, pollution, protect, reduce, release, wasted</p> <p><b>Academic Vocabulary:</b> analyze, evaluate, locate</p> <p><b>Key Language Structures:</b> use participles, use descriptive and participial phrases</p> <p><b>Warm-up:</b> Selection Overview</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"><li>1. Teacher: Build Background Knowledge, access Digital Library on light pollution, Tap Prior Knowledge, Rap, Language CD 2, track 12-13, Model the Language Function Analyze a Persuasive Argument, Teach/Model Use Participles, Practice Together, Academic Language Transparency Frame 74 and Check Understanding at every skill.</li><li>2. Students: view and respond to the</li></ol>			<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>• Try It! make a character chart (T486)</li><li>• Write About The Guiding Question (T485)</li><li>• Write On Your Own (T489)</li><li>• Practice Book pgs. 180-185</li><li>• Selection Test #3</li></ul>		



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	<p>video, Practice Book p. 180, listen to Language CD 2, track 12-13; work in pairs to analyze the argument, practice participles, Try It!, Apply On Your Own, (T471)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routine, Teach/Model Reading Strategy: Make Inferences, Practice Together, Focus on Genre-Persuasive Essay, Preview, Critical Viewing, Set a Purpose, Active Reading, Make Inferences and Use Context Clues for Multiple Meaning Words, Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 181-182, Practice Together, preview, analyze, interpret and respond to visuals, set a purpose, actively read, make inferences and use context clues.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T485) Practice Book p. 183, Connect Across the Curriculum (T486-489), Practice Book pgs. 184-185, Analyze Persuasive Techniques, Use Context Clues, Analyze Media, Deliver a Persuasive Presentation, Persuade, and Write About the Night Sky.</p> <p><b>Closure:</b> Explore the Guiding Question (491)</p> <p><b>Expansion/Extension/Homework:</b> Reflect on Your Reading, Author's Purpose, Make Inferences</p>	
<p><b>Differentiation</b>          Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. <b>(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T476)</b>          ELP 1 and 2 – determined by English language proficiency of student</p>		

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ELP 3 and 4 – determined by English language proficiency of student
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<b>Suggested Resources:</b> Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer
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<b>Equipment needed:</b> Computers, " <u>Inside</u> "_book series
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