

BRIDGETON PUBLIC SCHOOLS
Sheltered ESL Curriculum

Sixth-Eighth Grade

SUMMER 2014

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ESL III.

Unit 1

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Bilingual and Sheltered English Curriculum
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster :		ESL III.	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 http://www.wida.us/standards/perfdefs.pdf			
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 st 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.
Related Cultural Content Statements	
Water is an essential resource and is used in many different ways.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the examination of how we depend on Earth's resources?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the impact that Water for Life have on people require specific academic language. • Knowledge of varied techniques and strategies aid to develop an explanatory essay.
Evidence of Learning	
Summative Assessment: 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. Equipment needed: Computers, Brightlinks/Smartboard, internet resources, or Power Point Teacher Resources: Brightlinks/Smartboard, Power Point, <i>Inside</i> book series.	
Unit Learning Targets: Through learning activities and experiences related to the impact of Water for Life, students will <ul style="list-style-type: none"> • 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 Earth Science Unit: “Water for Life” 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.	
Lesson	Timeframe
Lesson 1 “The Secret Water” : Legend	8-9 days
Lesson 2	7-8 days

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“How Do We Use Water?”: Social Science Article	
Lesson 3 “Water at Work”: Social Science 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: Earth Science Unit: "Water for Life"					Lesson #1		
Content Area: ESL							
Lesson Title: "The Secret Water"				Timeframe: 8-9 days			
Lesson Components							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
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>Key Vocabulary: available, perfect, plan, problem, secret, statue, village, worry</p> <p>Academic Vocabulary: resource, topic, category</p> <p>Key Language structures: use nouns, write with precise nouns</p> <p>Warm-up: Connect, View the Painting (T62) read article.</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">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			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Write About the Guiding Question, (T81)• Write On Your Own (T85)• Practice Book pgs. 30-37• Character Description Chart (T81)• Selection Test #1		

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Own (T85)	<p>at every skill.</p> <ol style="list-style-type: none"> 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. 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). 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). 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. 6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 32-33, clarify ideas, preview, Contrast Visual Details, interpret 	
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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>Closure: Sum It Up! Character Description Chart (T81) #1</p> <p>Expansion/Extension/Homework: Analyze Data (T78)</p>	
<p>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 T68-T76) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p>Equipment needed: Computers, “<u>Inside</u>”_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 st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
21 st 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>Key Vocabulary: alive, amount, crop, depend, globe, material, rainfall, resource</p> <p>Academic Vocabulary: support, specific, record, topic</p> <p>Key Language structures: use complete sentences, use synonyms</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">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.2. Students: view and respond to			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Practice Book pgs. 39-43• Write About The Guiding Question (993)• Write On Your Own (T103)• Sum It Up #1(T99)• Selection Test # 2		

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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>Closure: Idea Web, Sum It Up, #1 (T99)</p> <p>Expansion/Extension/Homework: Content Area Connections, conduct a survey. (T101)</p>	
<p>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</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 st Century Themes							
x	Global Awareness	x	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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 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>Key Vocabulary: arrive, electricity, flow, generate, goods, power, safely, treat</p> <p>Academic Vocabulary: support, relate, resource</p> <p>Key Language Structures: subject and verb agreement, use synonyms and antonyms, write with action verbs</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">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.			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Sum it Up #1 (T117)• Write About The Guiding Question (T117)• Write On Your Own (T121)• Practice Book pgs. 45-51• Selection Test #3		

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	<ol style="list-style-type: none"> 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) 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. 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 . 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>Closure: Explore the Guiding</p>	
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	Question (123)	
	Expansion/Extension/Homework: Reflect on Your Reading, Fiction and Nonfiction (T123)	
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 T104-112) 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, " <u>Inside</u> " book series		

Unit 2

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Grade level Cluster :		ESL/III.	Unit #2
Unit Title: Language Arts Unit: “Creepy Classics”		Program Design: Class period by grade level (grade 8) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In this unit, Language Arts: “Creepy Classics”, students will learn how a powerful character inspires a range of reactions. 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 participate in a discussion, identify story elements, analyze elements of fiction, set a purpose, recognize genre, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, listen to a description, describe people and places, use adjectives, identify emotional responses, read with intonation, expression and phrasing, make generalization, analyze tone, read a poem, read, analyze and dramatize a poem, predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature, listen to and present an analysis, deliver an informational presentation, participate in a song, analyze character development, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class the horror movie they have seen with their families.			
Interdisciplinary Connections: Language Arts			
21 st 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.8.3	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.8.5	Compare and contrast the structure of two or more texts and analyze how		

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	the differing structure of each text contributes to its meaning and style.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
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.8.5	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.8.10	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.8.3a	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.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or 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.8.6	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.8.10	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

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	toward specific goals and deadlines, and define individual roles as needed.
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.8.3a	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.8.5b	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

Powerful characters inspire a range of reactions.

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the examination of how powerful characters inspire a range of reactions?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the impact that Creepy Classics have on people require specific academic language.
- Knowledge of varied techniques and strategies aid to develop a personal narrative.

Summative Assessment:

Students will research the topic of Creepy Classics, 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 narrative.

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 Creepy Classics, students will

- Understand , interpret, and apply written and spoken language;

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- 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 Language Arts Unit: “Creepy Classics”

The development of this unit was inspired by the core curriculum standards in Language Arts 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.

Lesson	Timeframe
Lesson 1 “Frankenstein” : Fantasy	8-9 days
Lesson 2 “Film Fright”: Feature Article	7-8 days
Lesson 3 “Mr. Monster”: Play	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: Language Arts Unit: "Creepy Classics"				Lesson Plan #1			
Content Area: ESL							
Lesson Title: <i>Frankenstein</i>				Timeframe: 8-9 days			
Lesson Components							
21 st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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 story Read Aloud, R #7, (T196) listen to a letter Language CD 1, track 12, (T205).</p> <p><i>Speaking:</i> Share and Compare group activity, (T196), View and Respond to Video, Digital Library, (T204).</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, (T221), Write On Your</p>		<p>Key Vocabulary: amazed, apply, audience, commercial, disappear, mascot, offstage, response</p> <p>Academic Vocabulary: style, identify, classic, structure</p> <p>Key Language structures: use adjectives to describe people and places</p> <p>Warm-up: Connect, View the Photo (T196).</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, R#7, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model elements of fiction, Practice Together, Teach/Model Word Parts, Vocabulary Routine 1,			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Write About the Guiding Question, (T221)• Write On Your Own (T225)• Practice Book pgs. 82-91• Create a Reaction Chart (T204)• Selection Test #1		

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Own (T225)	<p>Practice Together, 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. 82, identify elements of fiction, Practice Book p. 83-84.</p> <p>3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Letter, Language CD 1, track 12, Model the Language Function, Teach/Model adjectives, Practice Together, Create a Character, check understanding, Academic Language Frame Transparency 33 to help students adjectives. (T204-207).</p> <p>4. Students: view and respond to video, Practice Book p. 85, Create a Reaction Chart, Connect, listen to Language CD 1, track 12, respond to the letter in a small group, use adjectives, describe people and places, Apply On Your Own (T207).</p> <p>5. Teacher: teach vocabulary, Teach/Model Reading Strategy: Identify Emotional Responses, Practice Together, Academic Language Frame 34, Focus on Genre-Fantasy, Preview, Critical Viewing, Set a Purpose, Active Reading: Identify Emotional Responses, Identifying Story Elements, Make a Prediction, Select a Reading Strategy, Use Word Parts, Relate Words, Introduce</p>	
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	<p>Personal Narrative , Choral Reading, Check Understanding at every skill.</p> <p>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 86-87, identify emotional responses, preview, Contrast Visual Details, interpret and respond to visuals (T211), read to identify emotional response, identify elements of fiction, make prediction, select a reading strategy, use word parts, and active reading.</p> <p>7. Teacher/Student: Connect Reading and Writing (T221), Practice Book p. 88 Connect Across the Curriculum (T222-225), Academic Language Transparency Frame 35, Analyze Character Development, Use Word Parts, Research a Time Period, Analyze Theme, Describe People and Places, and Write About a Creepy Situation, Practice Book pgs.89-91.</p> <p>Closure: Sum It Up! Vocabulary Cards (T221) #1</p> <p>Expansion/Extension/Homework: Practice Book pgs. 82-91</p>	
<p>Differentiation</p> <p>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 T204-T212)</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>Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p>Equipment needed: Computers, "Inside" book series, Graphic Organizers</p>		

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Title: Social Studies Unit: "Creepy Classics"				Lesson Plan#2			
Content Area: ESL							
Lesson Title: "Film Fright"				Timeframe: 7-8 days			
21 st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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 song Language CD 1, track 13.</p> <p><i>Speaking:</i> view and respond to video, Digital Library.</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Write About The Guiding Question (T243), Write On Your Own (T247)</p>		<p>Key Vocabulary: actor, character, classic, fascinated, original, process, successful, terror</p> <p>Academic Vocabulary: locate relate, structure, specific</p> <p>Key Language structures: use adjectives to make comparisons</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, play Digital Library video, Connect, Tap Prior Knowledge, Language CD 1, track 13, Model the Language Function, Teach/Model Adjectives That Compare, Practice Together, Make a Movie Poster, Academic Language Frame Transparency 37, and Check Understanding at every skill.2. Students: view and respond to the video, Practice Book p. 92, listen			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Practice Book pgs. 92-98• Write About The Guiding Question (243)• Write On Your Own (T247)• Sum It Up #1(T243)• Selection Test # 2		

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	<p>to Language CD 1, track, 13, Use and Practice Adjectives, Try It! (T228), Apply On Your Own (T229).</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Form Mental Images, Practice Together, Academic Language Frame 38, Focus on Genre, Feature Article, Preview, Critical Viewing, Set a Purpose, Active Reading, Form Mental Images, Use Word Parts, Use Context Clues, Teach Tone and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Practice Book pgs. 93-94, Practice Together, preview, analyze, interpret, and respond to photo, Set a Purpose, actively read, Form Mental Images, Use Word Parts, Use Context Clues, tone.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T243) Practice Book p. 95, Connect Across the Curriculum (244-247), Analyze Rhythm in Poetry: Use Latin and Greek Roots, Analyze Structure of Poetry, Research a Special Technique, Make Comparisons, and Write to Compare Monsters, Practice Book pgs. 96-98.</p> <p>Closure: Timeline, Sum It Up, #1 (T243)</p> <p>Expansion/Extension/Homework: Content Area Connections, Making a Movie. (T236)</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by</p>		

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proficiency level depending on the objective. **(Depending on the need of the students, utilize the Multi-Level Strategies found on pages T226-T234)**

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: "Creepy Classics"				Lesson Plan #3			
Content Area: ESL							
Lesson Title: "Mister Monster"				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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 play, Language CD 1, track 14 (T249)</p> <p><i>Speaking:</i> view and respond to images, Digital Library video (T248)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write On Your Own (T271)</p>		<p>Key Vocabulary: amazed, apply, audience, commercial, disappear, mascot, offstage, response</p> <p>Academic Vocabulary: style, identify, classic, structure</p> <p>Key Language Structures: use adverbs to describe</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Language CD 1, track 14, Model the Language Function, Teach/Model Adverbs, Practice Together, Describe an Event or Experience, Academic Language Transparency Frame 41 and Check Understanding at every skill.2. Students: view and respond to the images, Practice Book p. 99,			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Sum it Up #1 (267)• Write On Your Own (T271)• Practice Book pgs. 99-105• Selection Test #3		

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	<p>Language CD 1, track 14, role play, practice using adverbs, Try It! (T250), Apply On Your Own, (T251)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routine, Teach/Model Reading Strategy: Form Mental Images, Academic Language Frame 42, Practice Together, Focus on Genre-Play, Preview, Critical Viewing, Set a Purpose, Active Reading, Form Mental Images, Select a Strategy and Use Word Parts, Make a Prediction and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 100-101, Practice Together, preview, interpret and respond to a picture, set a purpose, actively read, form mental images, use word parts, Select a Strategy-Make a Prediction, confirm predictions .</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T267) Practice Book p. 102, Connect Across the Curriculum (T268-271), Practice Book pgs. 103-105, Compare Literature, Use Word Parts, Explore TV Commercials, Perform a Play, Describe an Event or Experience, and Write About a Performance.</p> <p>Closure: Explore the Guiding Question (273)</p> <p>Expansion/Extension/Homework: Reflect on Your Reading, Elements Fiction (T273)</p>	
<p>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 T248-256) 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
Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer
Equipment needed: Computers, " <u>Inside</u> "_book series

Unit 3

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Grade level Cluster :		ESL III.	Unit # 3
Unit Title: Language Arts Unit: “Close Encounters”		Program Design: Class period by grade level (grade 8) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In this unit, Language Arts: “Close Encounters”, students will learn how cultures change when their culture crosses paths with another culture. 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 participate in a discussion, analyze text features in fiction and nonfiction, set a purpose, recognize genre, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, listen to a description, describe people and places, analyze, interpret and use figurative language, question the author, use present and past tense verbs, read with intonation, expression and phrasing, predict, read with expression, intonation and phrasing, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature, listen to and present an analysis, deliver an informational presentation, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class some of the foods they eat that are traditional to their cultures of origin, and how they incorporate foods from other cultures into their daily menus.			
Interdisciplinary Connections: Language Arts, Social Studies			
21 st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.		
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.8.4	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.8.6	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		

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	such effects as suspense or humor.
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.8.4	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.8.10	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.8.5	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 as to interact and collaborate with others.
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.8.9a	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.
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.8.2	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

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	pronunciation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.2b	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.8.4d	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.8.5b	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 Characters face a brave new world when their culture crosses paths with another culture.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the examination of what happens when cultures cross paths?	Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the impact that cultures have on people require specific academic language. • Knowledge of varied techniques and strategies aid to develop a literary response.
Summative Assessment: Students will research the topic of Close Encounters, 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 literary.	
Equipment needed: Computers, Brightlinks/Smartboard, internet resources, or Power Point Teacher Resources: Brightlinks/Smartboard, Power Point, <i>Inside</i> book series.	
Unit Learning Targets: Through learning activities and experiences related to the impact of Close Encounters, students will <ul style="list-style-type: none"> • 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; 	

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Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

About the Development of Language Arts Unit: “Close Encounters”

The development of this unit was inspired by the core curriculum standards in Language Arts, Social Studies and Technology addressing the impact cultures have on each other.

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 “Encounter” : Historical Fiction	8-9 days
Lesson 2 “Culture Clash”: Historical Article	7-8 days
Lesson 3 “When Cultures Meet”: History Textbook	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: Language Arts Unit: “Close Encounters”					Lesson Plan #1	
Content Area: ESL						
Lesson Title: “Encounter”				Timeframe: 8-9 days		
Lesson Components						
21 st Century Themes						
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st 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 a story Read Aloud, R #3, (T334) listen to a letter, Language CD 2, track 1, (T343).</p> <p><i>Speaking:</i> Share and Compare group activity, (T334), View and Respond to Images, Digital Library, (T342).</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, (T359), Write On Your</p>		<p>Key Vocabulary: custom, desire, dream, encounter, shore, stranger, warning, welcome</p> <p>Academic Vocabulary: analyze, culture, image, response</p> <p>Key Language structures: analyze personification</p> <p>Warm-up: Connect, View the Art (T334).</p> <p>Lesson Sequence:</p> <p>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 text features in Fiction and Nonfiction, Practice Together, Teach/Model figurative language, Vocabulary Routine 1,</p>			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Write About the Guiding Question, (T359)• Write On Your Own (T363)• Practice Book pgs. 109-117• Selection Test #1	

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Own (T363)	<p>Practice Together, 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 text features in Fiction and Nonfiction, Practice Book p. 110, Go Beyond the Literal Meaning, Practice Book p. 111.</p> <p>3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Picture Prompt and Role-Play, Language CD 2, track 1, Model the Language Function, Teach/Model verbs in the present tense, Practice Together, Explore Likenesses and Differences, check understanding, Academic Language Frame Transparency 51 to help students adjectives. (T342-345).</p> <p>4. Students: view and respond to images, Practice Book p. 112, Connect, listen to Language CD 2, track 1, role-play, use verbs in present tense, make comparisons, Apply On Your Own (T345).</p> <p>5. Teacher: teach vocabulary, Teach/Model Reading Strategy: Ask Questions, Practice Together, Academic Language Frame 52, Focus on Historical Fiction, Preview, Critical Viewing, Set a Purpose, Active Reading: Question the Author, Interpret Similes and Personification, Make a</p>	
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	<p>Prediction, Select a Reading Strategy, Use Word Parts, Relate Words, Interpret Metaphors, Choral Reading, Understanding at every skill.</p> <p>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 113-114, ask questions, preview, analyze details, interpret and respond to visuals (T349), read to question the author, interpret similes and metaphors, make prediction, select a reading strategy visualize, use word parts, and active reading.</p> <p>7. Teacher/Student: Connect Reading and Writing (T359), Practice Book p. 115 Connect Across the Curriculum (T360-363), Academic Language Transparency Frame 53, Analyze Figurative Language: Similes, Metaphors, Vocabulary Study Analyze Personification, Research Taino Artifacts, Academic Language Frame 54, Give and Oral Response to Literature, Make Comparisons, and Write About Events, Practice Book pgs. 116-117.</p> <p>Closure: Sum It Up! Vocabulary Cards (T359) #1</p> <p>Expansion/Extension/Homework: Practice Book pgs. 109-117</p>	
<p>Differentiation</p> <p>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 T335-T350)</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>Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines,</p>		

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CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

Equipment needed: Computers, " <u>Inside</u> "_book series, Graphic Organizers

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Title: Social Studies Unit: "Close Encounters"					Lesson Plan #2		
Content Area: ESL							
Lesson Title: "Culture Clash"				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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 chant Language CD 2, tracks 2-3.</p> <p><i>Speaking:</i> view and respond to video, Digital Library.</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Write About The Guiding Question (T381), Write On Your Own (T385)</p>		<p>Key Vocabulary: blend, capital, conflict, conquer, culture, defeat, empire, ruler</p> <p>Academic Vocabulary: features, focus, image, source</p> <p>Key Language structures: understand idioms</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, play Digital Library video, Connect, Tap Prior Knowledge, Language CD 2, track 2-3, Model the Language Function, Teach/Model Past Tense Verbs, Practice Together, Make Comparisons, Academic Language Frame Transparency 55, and Check Understanding at every skill.2. Students: view and respond to the video, Practice Book p. 119,			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Practice Book pgs. 119-124• Write About The Guiding Question (381)• Write On Your Own (T385)• Sum It Up #1(T381)• Selection Test # 2		

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	<p>listen to Language CD 2, track, 2-3, Use Verbs in Past Tense, Try It! (T366), Apply On Your Own (T367).</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Ask Questions, Practice Together, Academic Language Frame 56, Focus on Genre, , Preview, History Article, Preview, Set a Purpose, Active Reading, Interpret Idioms, Use Word Parts, Teach Text Features and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Practice Book pgs. 120-121, Ask Questions, Practice Together, preview, analyze, interpret, and respond to photo, Set a Purpose, actively read, interpret idioms, Use Word Parts, Use Text Features, Choral Reading.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T381) Practice Book p. 122, Connect Across the Curriculum (382-385), Use Text Features, Understand Idioms, Research Small Pox, Find and Select Sources, Make Comparisons, Write about Past Events and Practice Book pgs. 123-124.</p> <p>Closure: Timeline, Sum It Up, #1 (T381)</p> <p>Expansion/Extension/Homework: Content Area Connections, Create Aztec-Style Artwork. (T374)</p>	
<p>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</p>		

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the Multi-Level Strategies found on pages T364-T372)

ELP 1 and 2 – depending on student deficiency

ELP 3 and 4 – depending on student deficiency

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: "Close Encounters"					Lesson Plan #3		
Content Area: ESL							
Lesson Title: "When Cultures Meet"				Timeframe: 7-8 days			
Lesson Components							
21 st Century Themes							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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 speech, Language CD 2, tracks 4-5 (T387)</p> <p><i>Speaking:</i> view and respond to images, Digital Library video (T386)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write On Your Own (T411)</p>		<p>Key Vocabulary: contact, crop, forever, route, settler, spread, starve, tool</p> <p>Academic Vocabulary: analyze, compare, context, contrast</p> <p>Key Language Structures: analyze idioms</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Language CD 2, track 4-5, Model the Language Function, Teach/Model Past Tense Verbs, Practice Together, Explore Different Points of View, Academic Language Transparency Frame 60 and Check Understanding at every skill.2. Students: view and respond to the video, Practice Book p. 126, Language CD 2, track 4-5, summarize a speech, practice using past tense verbs, Try It! (T388),			<p>Formative Assessments</p> <ul style="list-style-type: none">• Sum it Up #1 (407)• Write On Your Own (T411)• Practice Book pgs. 126-135• Selection Test #3		

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	<p>Apply On Your Own, (T389)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routine, Teach/Model Reading Strategy: Ask Questions, Academic Language Frame 61, Practice Together, Focus on Genre-History Textbook, Preview, Critical Viewing, Set a Purpose, Active Reading, Interpret Idioms, Select a Strategy and Clarify Vocabulary, Focus on Genre: Text Features and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 127-128, Practice Together, preview, interpret and respond to a picture, set a purpose, actively read, interpret idioms, ask and answer questions, view and analyze text features.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T407) Practice Book p. 129, Connect Across the Curriculum (T408-411), Practice Book pgs. 130-135, Analyze Text Structure: Comparison and Contrast, Analyze Idioms, Analyze Personification, Compare Life in Different Eras, Summarize, and Write About Past Events.</p> <p>Closure: Explore the Guiding Question (413)</p> <p>Expansion/Extension/Homework: Reflect on Your Reading, Text Features in Fiction (T413)</p>	
<p>Differentiation</p> <p>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 T386-394)</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>Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines,</p>		

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Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

Equipment needed: Computers, " <u>Inside</u> "_book series

Unit 4

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Grade level Cluster :		ESL III	Unit # 4
Unit Title: Language Arts Unit: “Every Body is a Winner”		Program Design: Class period by grade level (grade 8) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary In this unit, Language Arts: “Every Body is a Winner”, students will learn how amazing the human body is. 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 participate in a discussion, identify main idea and details, determine importance, set a purpose, recognize genre, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, analyze and use text features, read with intonation, expression and phrasing, make generalization, analyze tone, read a poem, read, analyze and dramatize a poem, predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature, listen to and present an analysis, deliver an informational presentation, give and follow directions, respond to literature, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by sharing with the class tips they learned for staying active and healthy.			
Interdisciplinary Connections: Language Arts, Science 21st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
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.8.4	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.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		
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.		

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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.8.5	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.8.10	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.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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 as to interact and collaborate with others.
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").
SL.8.1a	Come to discussions prepared, having read or researched material under

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	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.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.
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.
L.8.2b	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.8.4d	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.8.5b	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

The human body is capable of doing amazing things.

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the examination of the human body and the way it functions?

Unit Enduring Understandings

- Listening, speaking, reading, and writing to explore how the human body works requires specific academic language.
- Knowledge of varied techniques and strategies aid to develop a research report.

Summative Assessment:

Students will research the topic of Every Body is a Winner, 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 research report.

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Equipment needed: Computers, Brightlinks/Smartboard, internet resources, or Power Point	
Teacher Resources: Brightlinks/Smartboard, Power Point, <i>Inside</i> book series.	
<p>Unit Learning Targets: Through learning activities and experiences related to the impact of Every Body is a Winner, students will</p> <ul style="list-style-type: none"> • 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; <p>Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.</p>	
<p>About the Development of Language Arts Unit: “Every Body is a Winner” The development of this unit was inspired by the core curriculum standards in Language Arts, Science and Technology exploring how the human body works.</p> <p>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.</p>	
Lesson	Timeframe
Lesson 1 “The Human Machine” : Science Article	8-9 days
Lesson 2 “The Beat Goes On”: Science Article	7-8 days
Lesson 3 “Two Left Feet, Two Left Hands...”: Autobiography	7-8 days
<p>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.</p>	

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Title: Language Arts Unit: "Every Body is a Winner"					Lesson Plan #1	
Content Area: ESL						
Lesson Title: "The Human Machine"				Timeframe: 8-9 days		
Lesson Components						
21 st Century Themes						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x Health Literacy
21 st 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	
Students will: <i>Listening:</i> listen to a story Read Aloud, R #6, (T258) listen to a chant, Language CD 1, track 12, (T265). <i>Speaking:</i> Share and Compare group activity, (T258), View and Respond to Video, Digital Library, (T264). <i>Reading:</i> Read academic vocabulary, read passages, key vocabulary, and read selection. <i>Writing:</i> Write About the Guiding Question, (T281), Write On Your		Key Vocabulary: cell, circulate, examine, involve, organ, oxygen, system, vessel Academic Vocabulary: context, organize, result, topic Key Language structures: use context clues of definition and restatement Warm-up: Connect, View the Photo (T258). Lesson Sequence: 1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, R#6, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model analyze kinds of nonfiction, Practice Together, Teach/Model Context Clues, Vocabulary Routine 1, Practice Together,			Formative Assessments: <ul style="list-style-type: none">• Write About the Guiding Question, (T281)• Write On Your Own (T285)• Practice Book pgs. 82-91• Create an Idea Web (T264)• Selection Test #1	

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Own (T285)	<p>Check Understanding at every skill.</p> <ol style="list-style-type: none"> 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. 82, analyzing kinds of nonfiction, use context clues, Practice Book p. 83-84. 3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Letter, Language CD 1, track 12, Model the Language Function, Teach/Model possessive nouns, Practice Together, Explore the Human Body, check understanding, Academic Language Frame 39 (T264-267). 4. Students: view and respond to video, Practice Book p. 85, Create an Idea Web, Connect, listen to Language CD 1, track 12, think, pair, share, use possessive nouns, Apply On Your Own (T267). 5. Teacher: teach vocabulary, Teach/Model Reading Strategy: Determine Importance, Practice Together, Academic Language Frame 40, Focus on Genre-Science Article, Preview, Critical Viewing, Set a Purpose, Active Reading: Use Context Clues, Identifying Main Idea and Details, Select a Reading Strategy, Use Word Parts, Relate Words, Introduce Shape Poem , Choral Reading, Check Understanding at every skill. 6. Student: learn vocabulary, practice the words, Vocabulary 	
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	<p>Routines, Practice Book pgs. 86-87, determine importance, preview, interpret and respond to visuals (T271), read to identify main idea and details, use context clues, select a reading strategy, use word parts, and active reading.</p> <p>7. Teacher/Student: Connect Reading and Writing (T281), Practice Book p. 88 Connect Across the Curriculum (T282-285), Academic Language Transparency Frame 41-42, Analyze Text Structure, Use Context Clues, Analyze Breathing Rate, Deliver an Informative Presentation, Define and Explain, and Write About Athletes, Practice Book pgs.88-91.</p> <p>Closure: Sum It Up! (T281) #1</p> <p>Expansion/Extension/Homework: Practice Book pgs. 82-91</p>	
<p>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 T264-T272) ELP 1 and 2 – determined by English language proficiency of student ELP 3 and 4 – determined by English language proficiency of student</p>		
<p>Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p>Equipment needed: Computers, "<u>Inside</u>"_book series, Graphic Organizers</p>		

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Title: Social Studies Unit: “Every Body is a Winner”					Lesson Plan #2	
Content Area: ESL						
Lesson Title: “The Beat Goes On”				Timeframe: 7-8 days		
Lesson Components						
21 st Century Themes						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x Health Literacy
21 st 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	
Students will: <i>Listening:</i> listen to song Language CD 1, tracks 13-14. <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 (T303), Write On Your Own (T307)		Key Vocabulary: artery, healthy, muscle, pump, section, transplant, vein, ventricle Academic Vocabulary: context, organize, style, topic Key Language structures: use synonyms and antonym context clues Warm-up: Selection Overview Lesson Sequence: 1. Teacher: Build Background Knowledge, play Digital Library video, Connect, Tap Prior Knowledge, Language CD 1, tracks 13-14, Model the Language Function, Teach/Model Adjectives, Practice Together, Explore Exercise, Academic Language Frame Transparency 43, and Check Understanding at every skill. 2. Students: view and respond to the video, Practice Book p. 92, listen to Language CD 1, tracks, 13-14, Use Possessive Adjectives, Try It!			Formative Assessments: • Practice Book pgs. 92-98 • Write About The Guiding Question (303) • Write On Your Own (T307) • Sum It Up #1(T303) • Selection Test # 2	

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	<p>(T288), Apply On Your Own (T289).</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Determine Importance, Practice Together, Academic Language Frame 44, Focus on Genre, Science Article, Preview, Critical Viewing, Set a Purpose, Active Reading, Summarize, Use Word Parts, Use Context Clues, Teach Procedural Texts and Headings and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Practice Book pgs. 93-94, Practice Together, preview, analyze, interpret, and respond to photo, Set a Purpose, actively read, Use Word Parts, Use Context Clues, and Choral Reading.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T303) Practice Book p. 95, Connect Across the Curriculum (304-307), Analyze Author's Purpose and Style, Use Context Clues, Compare Kinds of Nonfiction, Make a Public Service Announcement, Give and Follow Directions, Write Directions to a Place and Practice Book pgs. 95-98.</p> <p>Closure: Sum It Up, #1 (T303)</p> <p>Expansion/Extension/Homework: Content Area Connections, The History of Heart Surgery. (T300)</p>	
<p>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</p>		

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the Multi-Level Strategies found on pages T286-T294)

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: “Every Body is a Winner”					Lesson Plan #3						
Lesson Title: “Two Left Feet, Two Left Hands...”					Timeframe: 7-8 days						
Lesson Components											
21 st Century Themes											
	Global Awareness			Financial, Economic, Business, and Entrepreneurial Literacy			Civic Literacy			Health Literacy	
21 st 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 play, Language CD 1, track 15 (T309)</p> <p><i>Speaking:</i> view and respond to images, Digital Library video (T308)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write On Your Own (T331)</p>			<p>Key Vocabulary: accept, assignment, clueless, determined, disaster, glory, realize, survive</p> <p>Academic Vocabulary: context, element, interpret, style</p> <p>Key Language Structures: use context clues: example clues</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Language CD 1, track 15, Model the Language Function, Teach/Model Indefinite Pronouns, Practice Together, Explore Sports Shots, Academic Language Transparency Frame 47 and Check Understanding at every skill.2. Students: view and respond to the images, Practice Book p. 99, Language CD 1, track 15, Engage				<p>Formative Assessments:</p> <ul style="list-style-type: none">• Sum it Up #1 (327)• Write On Your Own (T331)• Practice Book pgs. 99-108• Selection Test #3				

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	<p>in Discussion, use indefinite pronouns, Try It! (T310), Apply On Your Own, (T311)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routine, Teach/Model Reading Strategy: Determine Importance, Academic Language Frame 48, Practice Together, Focus on Genre-Autobiography, Preview, Critical Viewing, Set a Purpose, Active Reading, Use Context Clues, Select a Strategy-Sequence Use Word Parts and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 100-101, Practice Together, preview, interpret and respond to a picture, set a purpose, actively read, use context clues, use word parts, Select a Strategy-Sequence and Choral Reading.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T327) Practice Book p. 102, Connect Across the Curriculum (T328-331), Practice Book pgs. 103-105, Compare Fiction and Narrative Nonfiction, Use Context Clues, Analyze Exaggeration, Perform a Humorous Reading, Engage in Discussion, and Write About a School Sports Team.</p> <p>Closure: Explore the Guiding Question (333)</p> <p>Expansion/Extension/Homework: Reflect on Your Reading, Elements Fiction (T333)</p>	
<p>Differentiation</p> <p>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 T308-316)</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
Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, Fluency Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer
Equipment needed: Computers, " <u>Inside</u> "_book series

Unit 5

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Grade level Cluster :		ESL III.	Unit # 5
Unit Title: Language Arts Unit: “A New Chapter”		Program Design: Class period by grade level (grade 8) – 80 minutes per day	
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf			
Unit Summary			
In this unit, Language Arts: “A New Chapter, students will learn what links our past to our future. 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 participate in a discussion, take notes, analyze cause and effect and chronological order, use adjectives and adverbs, use sensory images, visualize, set a purpose, recognize genre, use word parts, activate prior knowledge, build background knowledge, deliver ideas effectively, analyze and use text features, read with intonation, expression and phrasing, make generalization, make inferences, analyze tone, read a poem, read, analyze and dramatize a poem, analyze point of view, predict, select a reading strategy, compare cross cultures, make comparisons, summarize, write in response to literature, listen to and present an analysis, deliver an informational presentation, give and follow directions, respond to literature, write a research report, utilize the writing process, and reflect on their writing. Students will make a Home-School Connection by discussing the real Lost Boys with their families			
Interdisciplinary Connections: Language Arts, Social Studies			
21 st Century Themes: Global Awareness, Health Literacy, Critical Thinking and Problem Solving, Collaboration			
Learning Targets			
WIDA	English Language Proficiency Standards		
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.		
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
ELP Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.		
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.8.4	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.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		
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		

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	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.8.5	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.8.10	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.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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 as to interact and collaborate with others.
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").

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SL.8.1a	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.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.
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.
L.8.2b	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.8.4d	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.8.5b	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

The human body is capable of doing amazing things.

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in analyzing why it's important to value the past?

Unit Enduring Understandings

- Listening, speaking, reading, and writing to analyze what links our past to our future.
- Knowledge of varied techniques and strategies aid to develop a cause and effect essay.

Summative Assessment:

Students will research the topic of A New Chapter, 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 cause and effect essay.

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Equipment needed: Computers, Brightlinks/Smartboard, internet resources, or Power Point	
Teacher Resources: Brightlinks/Smartboard, Power Point, <i>Inside</i> book series.	
<p>Unit Learning Targets: Through learning activities and experiences related to the impact of A New Chapter, students will</p> <ul style="list-style-type: none"> • 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; <p>Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.</p>	
<p>About the Development of Language Arts Unit: “A New Chapter”</p> <p>The development of this unit was inspired by the core curriculum standards in Language Arts, Science and Technology exploring how the human body works. 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>	
Lesson	Timeframe
Lesson 1 “The Lotus Seed” : Realistic Fiction	8-9 days
Lesson 2 “Immigrants Today”: Social Science Textbook	7-8 days
Lesson 3 “Brothers in Hope”: Biographical Fiction	7-8 days
<p>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.</p>	

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Title: Language Arts Unit: "A New Chapter"					Lesson #1	
Content Area: ESL						
Lesson Title: "The Lotus Seed"				Timeframe: 8-9 days		
Lesson Components						
21 st Century Themes						
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st 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 a story Read Aloud, R #5, (T172) listen to a letter, Language CD 1, track 9, (T179).</p> <p><i>Speaking:</i> Share and Compare group activity, (T172), View and Respond to Video, Digital Library, (T178).</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, (T195), Write On Your</p>		<p>Key Vocabulary: arrive, bloom, chapter, emperor, forget, remember, special, throne</p> <p>Academic Vocabulary: analyze, identify, sequence, symbol</p> <p>Key Language structures: use adjectives that describe</p> <p>Warm-up: Connect, View the Photo (T172).</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Introduces unit and engage students in discussing the photo, Read Aloud, R#5, introduce academic vocabulary, Share and Compare, Pose Guiding Question, create a class Mind Map, Tap Prior Knowledge, Teach/Model organization of ideas, Practice Together, Teach/Model Use Word Parts, Vocabulary Routine 1, Practice Together, Check			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Write About the Guiding Question, (T195)• Write On Your Own (T199)• Practice Book pgs. 55-64• Create a Description Chart (T195)• Selection Test #1	

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	<p>Adjectives That Compare, Try It! (T202), Apply On Your Own (T203).</p> <p>3. Teacher: Teach Vocabulary, Teach/Model Reading Strategy: Visualize, Practice Together, Academic Language Frame 32, Focus on Genre, Social Science Textbook, Preview, Critical Viewing, Set a Purpose, Active Reading, Form Mental Images, Use Word Prefixes and Suffixes, Teach Literary Elements and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Vocabulary Routine, Practice Book pgs. 66-67, Practice Together, preview, analyze, interpret, and respond to photo, Set a Purpose, actively read, Use Prefixes and Suffixes, and Choral Reading.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T219) Practice Book p. 68, Connect Across the Curriculum (T220-223), Analyze Text Structure, Use Prefixes and Suffixes, Make an Immigration Graph, Report on Resources for Immigrants, Make Comparisons, Write to Compare Book pgs. 68-71.</p> <p>Closure: Sum It Up, #1 (T219) Expansion/Extension/Homework: Content Area Connections, Make Art. (T213)</p>	
<p>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 T200-T208) 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

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

Equipment needed: Computers, “ <u>Inside</u> ”_book series

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Title: Social Studies Unit: "A New Chapter"					Lesson Plan #2	
Content Area: ESL						
Lesson Title: "Immigrants Today"				Timeframe: 7-8 days		
Lesson Components						
21 st Century Themes						
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st 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 song Language CD 1, track 10.</p> <p><i>Speaking:</i> view and respond to video, Digital Library.</p> <p><i>Reading:</i> read vocabulary words, actively read</p> <p><i>Writing:</i> Write About The Guiding Question (T219), Write On Your Own (T223)</p>		<p>Key Vocabulary: adjust, community, foreign, immigrant, local, museum, poverty, preserve</p> <p>Academic Vocabulary: connect, data, identify, issue</p> <p>Key Language structures: use adjectives that compare</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, play Digital Library video, Connect, Tap Prior Knowledge, Language CD 1, track 10, Model the Language Function, Teach/Model Make Comparisons, Practice Together, Explore Differences, Academic Language Frame Transparency 31, and Check Understanding at every skill.2. Students: view and respond to the video, Practice Book p. 65, listen to Language CD 1, track 10, Use			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Practice Book pgs. 65-71• Write About The Guiding Question (219)• Write On Your Own (T223)• Sum It Up #1(T219)• Selection Test # 2	

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Own (T199)	<p>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. 55, organization of ideas, use word parts, Practice Book p. 56-57.</p> <p>3. Teacher: focus on Overview, Build Background Knowledge, access the Digital Library, Connect, Tap Prior Knowledge, Picture Prompt and Letter, Language CD 1, track 12, Model the Language Function, Teach/Model adjectives that describe, Practice Together, Create a Symbol, check understanding, Academic Language Frame 26 (T178-181).</p> <p>4. Students: view and respond to video, Practice Book p. 58, Connect, listen to Language CD 1, track 9, think, pair, share, use adjectives that describe, Apply On Your Own (T181).</p> <p>5. Teacher: teach vocabulary, Teach/Model Reading Strategy: Visualize, Practice Together, Academic Language Frame 27, Focus on Genre-Realistic Fiction, Preview, Critical Viewing, Set a Purpose, Active Reading: Use Prefixes and Suffixes, Identifying Chronological Order, Select a Reading Strategy, Use Word Parts, Relate Words, Introduce Poetry, Choral Reading, Check Understanding at every skill.</p> <p>6. Student: learn vocabulary, practice the words, Vocabulary Routines, Practice Book pgs. 59-60, visualize, preview, interpret</p>	
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	<p>and respond to visuals (T185), read to identify chronological order, use context clues, select a reading strategy, use word parts, and active reading.</p> <p>7. Teacher/Student: Connect Reading and Writing (T195), Practice Book p. 61 Connect Across the Curriculum (T196-199), Academic Language Transparency Frame 28-30, Analyze Text Structure, Use Prefixes, Analyze Point of View, Present a Family Heirloom, Describe People, Places and Things, and Write About People, Places and Things, Practice Book pgs.62-64.</p> <p>Closure: Sum It Up! (T195) #1</p> <p>Expansion/Extension/Homework: Practice Book pgs. 55-64</p>	
<p>Differentiation</p> <p>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 T178-T186)</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>Suggested Resources: Transparencies, InsideNG.com, Digital Library, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer</p>		
<p>Equipment needed: Computers, "Inside" book series, Graphic Organizers</p>		

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Title: Social Studies Unit: "A New Chapter"					Lesson #3	
Content Area: ESL						
Lesson Title: "Brothers in Hope"				Timeframe: 7-8 days		
Lesson Components						
21 st Century Themes						
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
21 st 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 play, Language CD 1, track 11 (T225)</p> <p><i>Speaking:</i> view and respond to images, Digital Library video (T224)</p> <p><i>Reading:</i> read vocabulary words, preview, set a purpose and actively read the selection</p> <p><i>Writing:</i> Write On Your Own (T255)</p>		<p>Key Vocabulary: cross, dangerous, education, effort, emerge, improve, journey, tend</p> <p>Academic Vocabulary: connect, identify, role, sequence</p> <p>Key Language Structures: use adverbs</p> <p>Warm-up: Selection Overview</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none">1. Teacher: Build Background Knowledge, access Digital Library, Tap Prior Knowledge, Language CD 1, track 11, Model the Language Function, Teach/Model Adverbs, Practice Together, Share an Adventure, Academic Language Transparency Frame 35 and Check Understanding at every skill.2. Students: view and respond to the video, Practice Book p. 72, Language CD 1, track 11,			<p>Formative Assessments:</p> <ul style="list-style-type: none">• Sum it Up #1 (T251)• Write On Your Own (T255)• Practice Book pgs. 72-81• Selection Test #3	

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	<p>Describe an Event , use adverbs, Try It! (T226), Apply On Your Own, (T227)</p> <p>3. Teacher: Teach Vocabulary, Vocabulary Routine, Teach/Model Reading Strategy: Visualize, Academic Language Frame 36, Practice Together, Focus on Genre-Biographical Fiction, Preview, Critical Viewing, Set a Purpose, Active Reading, Use Root Words, Select a Strategy-Cause and Effect, Use Synonyms and Check Understanding at every skill.</p> <p>4. Students: learn and practice vocabulary words, Practice Book 73-74, Practice Together, preview, interpret and respond to a picture, set a purpose, actively read, use root words, use word parts, Select a Strategy-Cause and Effect, and Choral Reading.</p> <p>5. Teacher/Student: Connect Reading and Writing p. (T251) Practice Book p. 75, Connect Across the Curriculum (T252-255), Practice Book pgs. 76-81, Analyze Point of View, Use Word Parts: Roots, Write Biographical Fiction, Describe an Event or Experience, and Write About an Event.</p> <p>Closure: Explore the Guiding Question (T257)</p> <p>Expansion/Extension/Homework: Reflect on Your Reading, Elements Fiction (T257)</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 T224-232)**

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