

ESL Curriculum Development using NJCCCS & WIDA Standards

NJ Department of Education

Office of Student Achievement and Accountability

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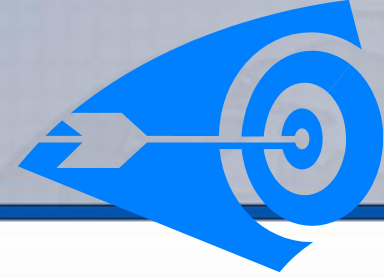


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 - ❖ Ms. Lori Ramella & Ms. Ericka Reed,
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- WIDA Consortium
- Local Districts: Absecon, Atlantic City, Clifton, Freehold Regional High School, Howell Township, Linden, Lumberton, Newark, Oaklyn, Paterson, Perth Amboy, River Edge, Roselle, West Orange



Objectives



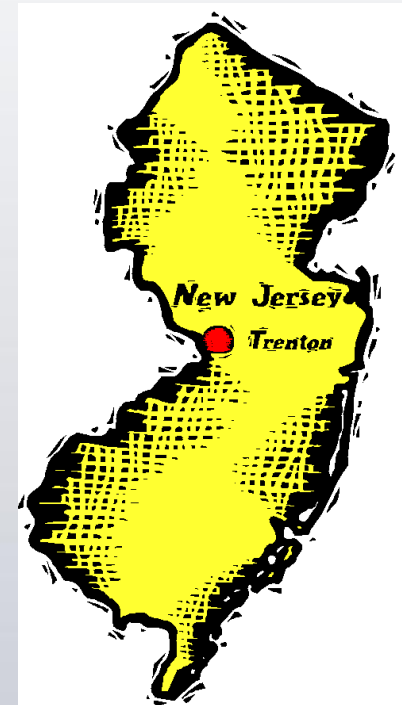
- Participants will be able to:
 - Identify core components of an ESL curriculum.
 - Standards (NJCCCS/CC & WIDA)
 - Language embedded in content
 - Evidence of understanding
 - Transformation of Model Performance Indicators
 - Learning experiences/Activities
 - Gain knowledge of NJ initiatives in unit planning.
 - Backward design
 - 21st Century Skills & Themes

Grant Wiggins and Jay McTighe

*“Curriculum takes content [**and language**] and shapes it into a plan for how to conduct effective and engaging teaching and learning. It is more than a list of topics and key facts and skills. It is a map for how to achieve the desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results.” [bold added]*

Requirements

- NJ Core Curriculum Content Standards/Common Core
- WIDA Standards
- Technology
- N.J.A.C. 6A:15
- N.J.A.C. 6A:30



NJAC 6A:15-1.4

Bilingual programs for limited English proficient students

- (c) 1. An ESL curriculum that addresses the most current version of “WIDA English Language Proficiency Standards” incorporated herein by reference, as amended and supplemented, shall be developed and adopted by the district board of education to address the instructional needs of the LEP students.

NJAC 6A:15-1.4

Bilingual programs for limited English proficient students

- (c) 2. The ESL Curriculum shall be cross referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.

NJAC 6A: 30:

Quality Single Accountability Continuum

Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.

The district requires and verifies instruction for ELL:

Is based on the district's curriculum and instructional materials;

Uses aligned materials in their native language, when bilingual programs are implemented;

Is adapted as necessary, aligned to the EL Proficiency Standards, and communicated to all teachers;

Addresses the subgroup's performance on statewide and district assessments.

NJ Curriculum Unit Template

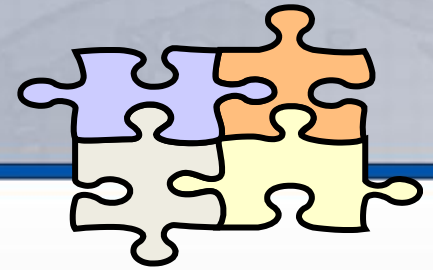
Twenty-first century themes

- Global awareness
- Financial and economic literacy
- Health literacy
- Civic literacy

Twenty-first century skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and
- Collaboration

Essential Question



How do I cohesively embed the WIDA standards with the NJCCCS/CC when creating a unit of study?

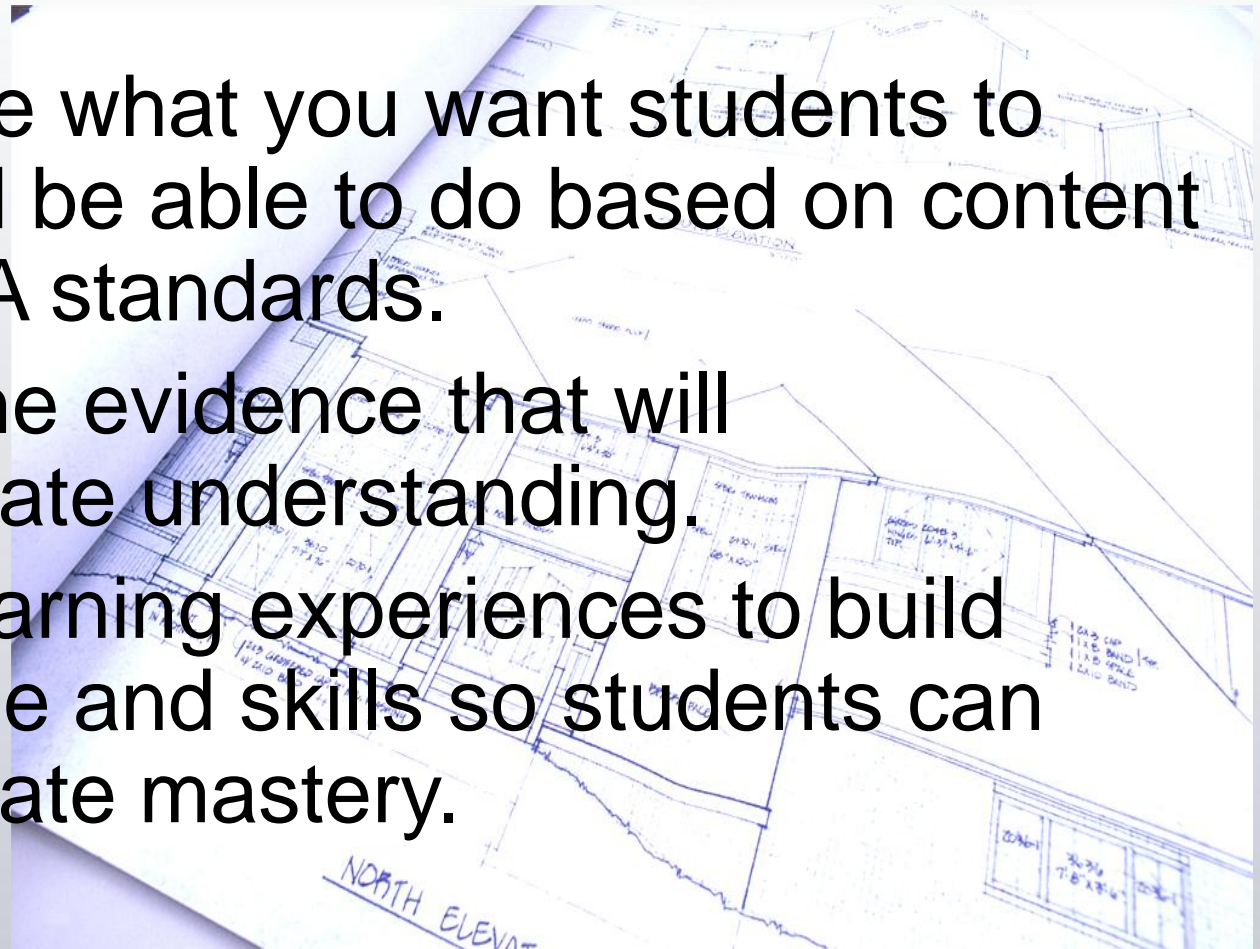
Enduring Understandings

- WIDA standards are embedded in the content standards.
- Performance assessment is a critical component of unit development.

UbD: A planning framework for units of study

Overview

1. Determine what you want students to know and be able to do based on content and WIDA standards.
2. Identify the evidence that will demonstrate understanding.
3. Create learning experiences to build knowledge and skills so students can demonstrate mastery.



NJDOE Curriculum Template

Grade level Cluster		Unit Overview
Content Area: English as a Second Language		
Unit Title:		Program Design:
Target Proficiency Level: (For an understanding of WIDA proficiency levels, see www.wida.us)		
Unit Summary:		
Interdisciplinary connections:		
21 st century themes:		
Unit Rationale		
Learning Targets		
WIDA Standards		
Content Standards		
Related Cultural Content Statements		
Unit Essential Questions	Unit Enduring Understandings	
Evidence of Learning		
Summative Assessment: Integrated Performance Assessment		
Teacher Resources:		
Unit Learning Targets		
Students will:		
About this unit		
Lesson Plans		
Lesson 1		
Teacher Note:		
Curriculum Development Resources		

ESL Program Designs

Develop your ESL curriculum with your program design in mind.

- Push in
- Co-teaching model
- Pull out (in grade level clusters)
- Sheltered or self –contained grade level or proficiency level
- Dually certificated Elementary certificate with Bilingual endorsement and ESL certificate
- Etc.

Collaborate



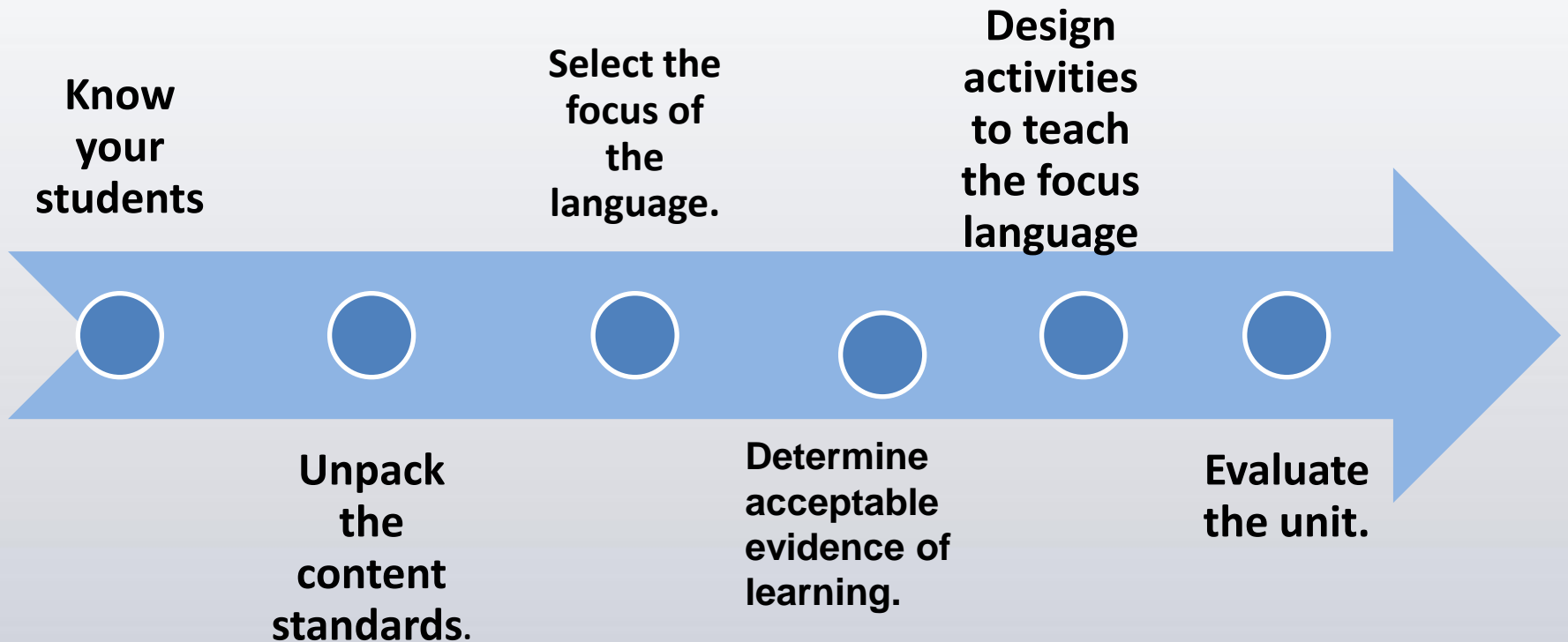
Meet in groups of similar program designs and discuss the following:

- **Push-in/Co-teaching:** Which content area(s) and how do you address all of the WIDA standards? How do you ensure that language is being addressed and not just content standards?
- **Pull-out/Self-contained :** If multi-grade, how do you address the various content standards across grades? If multi-proficiency how do you differentiate across ELP levels?

In all situations discuss ways to develop common planning time since it is essential to communicate goals and objectives.

Chunk & chew

Integrated Language Curriculum



WIDA Standards

- 1. ELLs communicate in English for social and instructional purposes within the school setting. (SIL)**
- 2. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. (LoLa)**
- 3. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. (LoMa)**
- 4. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science. (LoSc)**
- 5. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. (LoSS)**

Planning Process: Unpack the Standards

Content Standards



Content Objectives



Language Demands



Performance Indicators

Background Knowledge

Academic Language

- Quick write: What constitutes academic language?

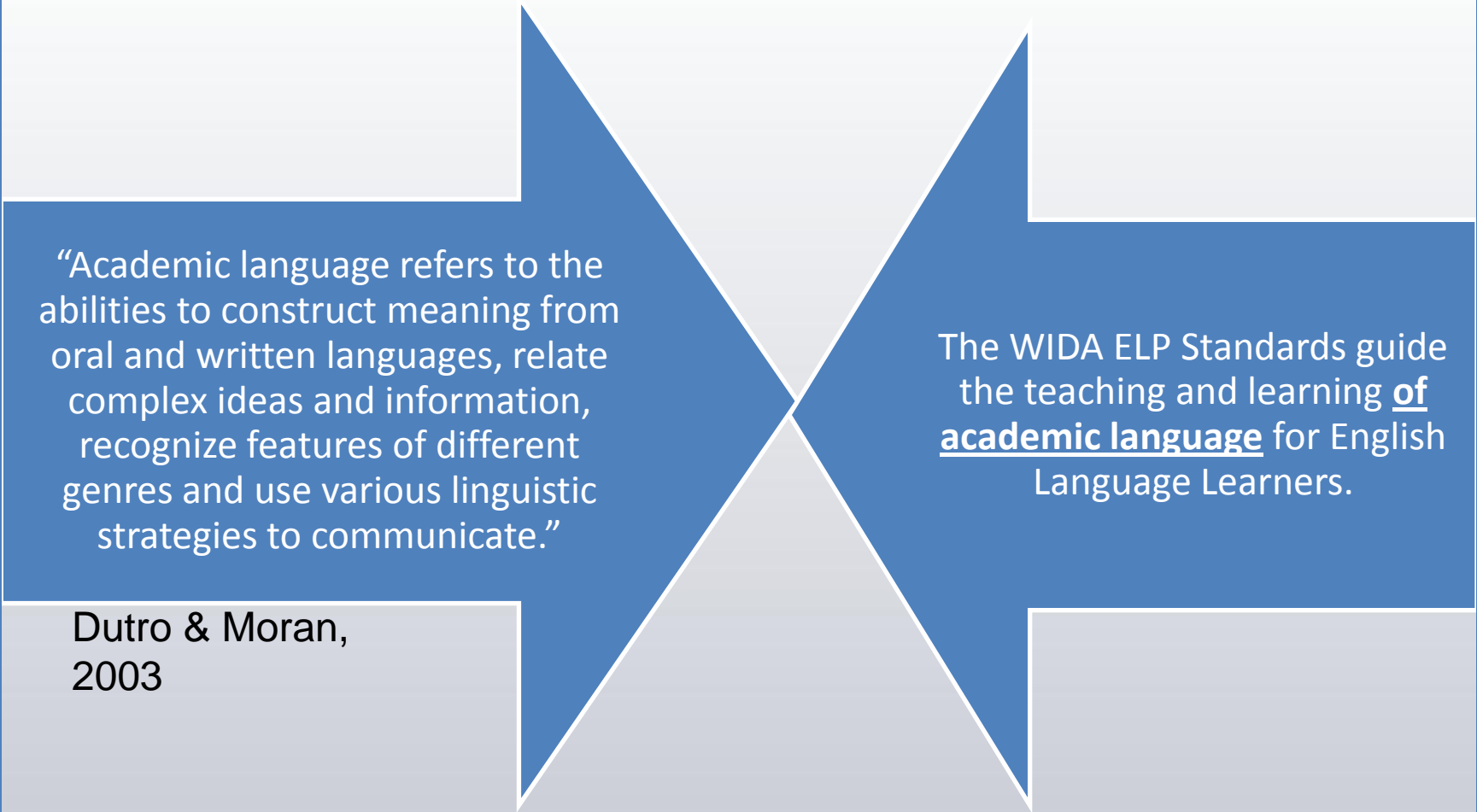


Activity



- Turn to a partner. Decide who will be A and who will be B.
- Start with person A and tell person B why you like or dislike oranges
- Start with person B and describe an orange to person A as if you were a mathematician.
- Start with person A and describe an orange to person B as if you were a scientist.
- Start with person B and describe an orange to person A as if you were a historian/economist.

Academic Language and WIDA standards



“Academic language refers to the abilities to construct meaning from oral and written languages, relate complex ideas and information, recognize features of different genres and use various linguistic strategies to communicate.”

Dutro & Moran,
2003

The WIDA ELP Standards guide the teaching and learning of academic language for English Language Learners.

Components of Academic Language



Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

Social Studies

- In social studies, long sentences with multiple embedded clauses are common.
- Cause and effect statements are frequent.
 - Because there will be more people in the world in the future, we will need more land on which to build towns and cities.
- Various verb forms are used:
 - “I found Rome a city of bricks and left it a city of marble.” Augustus is supposed to have spoken these words as he lay dying. He was Rome’s first emperor, and started the first of its great building programs. He claimed that he had had over 80 temples rebuilt.
- Frequent use of pronouns *it* and *they* as referents.

Mathematics

- Comparatives:
 - 6 is greater than 4
 - Maria earns six times as much as Peter
 - Lin is as old as Roberto
- Prepositions:
 - (divided) into, divided by,
 - 2 multiplied by 6 and X exceeds 2 by 7
- Passive voice:
 - X is defined as a number greater than 7.
- Reversals: The number a is five less than b.
- Logical connectors: if...then
 - If a is positive then -a is negative.

Science

- Use of passive voice
- Multiple embeddings
- Long noun phrases serving as subjects or objects
- If...then constructions
- Logical connectors (if, because, however, consequently).

Questions to Ask



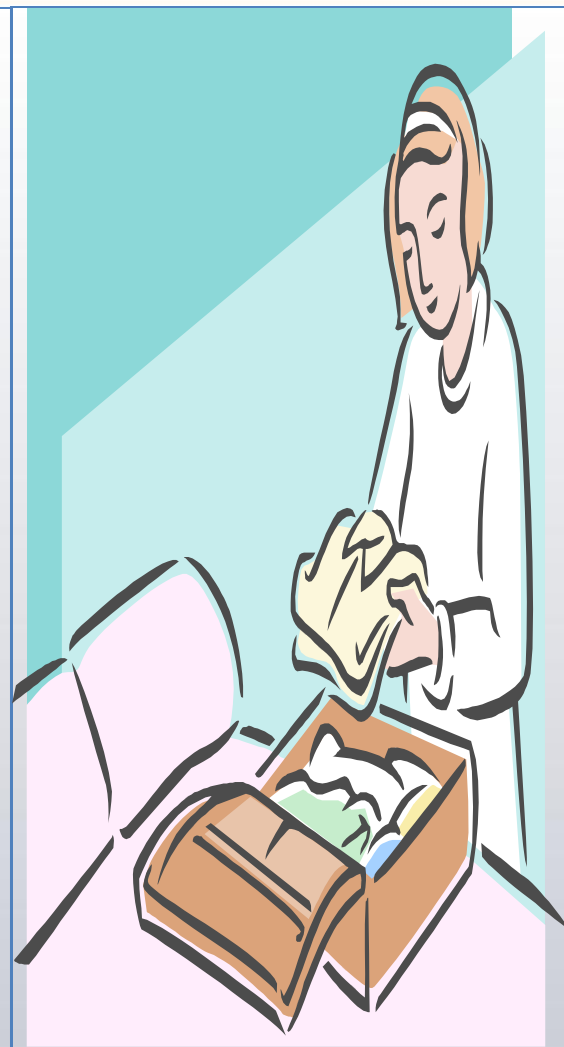
What do the learners need to do with listening, speaking, reading and/or writing to fulfill the content demands?



How much focus to place on one or more of the domains for the unit?

Unpack Academic Language Demands

- Look at content standard:
 - What would be the outcomes for each language domain?
 - Which language tasks in terms of performance criteria are needed to accomplish goals of content standard?



WIDA Performance Criteria



Linguistic Complexity
Vocabulary Usage
Language Control

Linguistic Complexity

Vocabulary Usage

Language Control

Linguistic Complexity

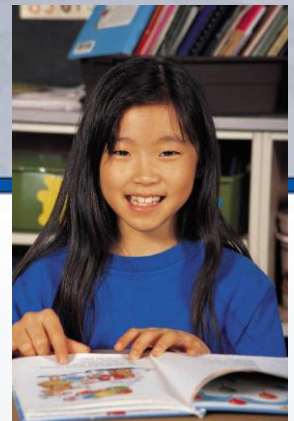
Level 1 – *Single words*

Level 2 – *Phrases, short sentences*

Level 3 – *Series of related sentences*

Level 4 – *Moderate discourse*

Level 5 – *Complex discourse*



Vocabulary Usage

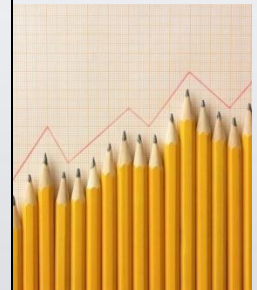
Level 1 – *Most common vocabulary*

Level 2 – *High frequency vocabulary*

Level 3 – *General and some specific vocabulary*

Level 4 – *Specialized and some technical vocabulary*

Level 5 – *Specialized & technical vocabulary*



Language Control

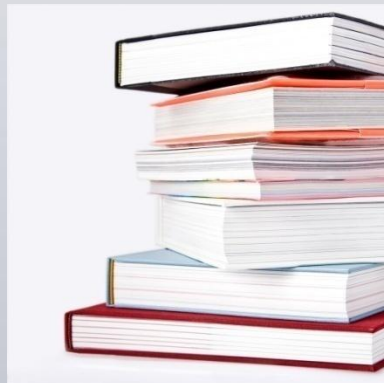
Level 1 – *Memorized language*

Level 2 – *Language w/errors where meaning is obscured*

Level 3 – *Language w/errors but meaning is retained*

Level 4 – *Language w/minimal errors*

Level 5 – *Language comparable to English peers*



Unpacking Performance Criteria

- Linguistic complexity
 - Cohesion
 - Quantity and variety of sentences
- Vocabulary
 - Key grade level content-specific words
 - Transitions
- Language control
 - Unusual phonological characteristics
 - Specific grammatical aspects



Language Functions and Examples of Forms

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

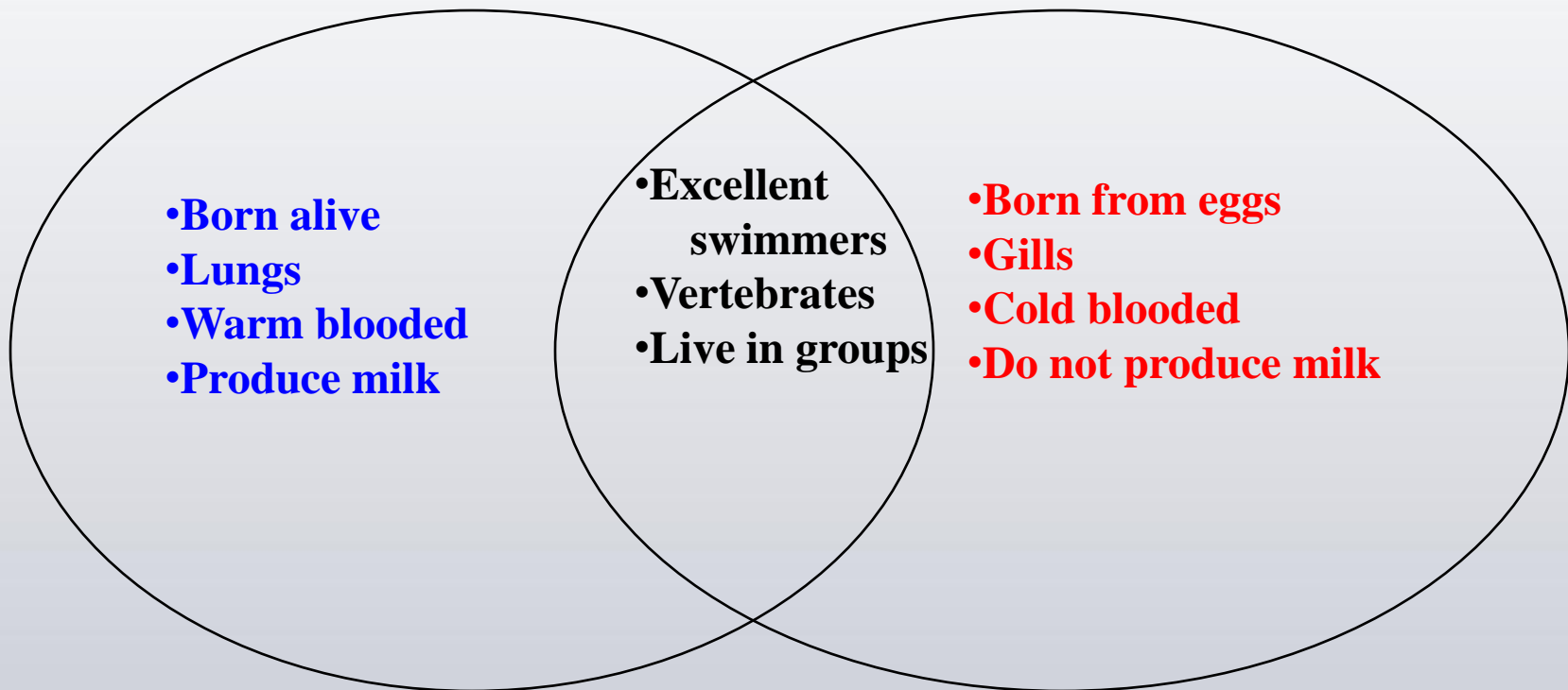
Focus on Language Embedded in Content

- Language functions (travel across content areas)
 - Describe, compare/contrast, summarize, explain, ask and answer questions, etc.
- Key content vocabulary
 - All ELP levels need to know
- Academic structure language
 - If, then; As a result; Whereas
- Differentiate according to ELP level
 - _use can-do descriptors

Language Function: Compare/Contrast

Marine mammals

Ocean fish



Academic Language Forms: Compare/Contrast

- Providing the mortar words will enable students to use language to ***compare and contrast***.
- **Frontload vocabulary**
- **Frontload language form with familiar concepts, e.g. People have two legs, whereas dogs have four.**
- **Sentence Frame:**
- _____ have _____, whereas _____ have _____.
- Marine mammals have lungs, whereas ocean fish have gills.

G.O.s and Key words/Phrases

Type of G. O.	Language Patterns for younger students	Language patterns for older students
Venn diagrams	Both... Just like... The two... ... and... One has... but the other doesn't Not as ____ (adj) as Less/more (adj) than	Similar/identical to.. Neither... nor Likewise... On the other hand... However... In contrast ...
T-charts	These... those	This set... That set ...
Cycles	Before...after First, second, last To start... at the end	Initially, subsequently In the first place... followed by... concluded with
Cause and effect	When... then... If... then Since.... because	Without... won't Unless... perhaps When ... it causes As a result... therefore... Consequently
Semantic webs	These are all These are different ways	There are connections among... The categories include

Content or Language?

1. Hypothesize problems caused by water pollution and scarcity. _____
2. Explain orally and in writing how friction is a force that acts to slow down a moving object using a sentence frame. _____
3. Collect and display data collected in a table and bar graph. _____
4. Interpret data to draw conclusions about the steepness of an inclined plane on the distance a toy car will travel. _____
5. After reading a passage, sequence historical events leading up to WWII with the support of a timeline and sentence strips. _____
6. Make predictions about which ramp height will allow for the greatest distance traveled using the future tense. _____
7. Orally explain the cause and effect between the relationship of steepness to distance traveled. _____
8. Describe what simple machines do . _____
9. In pairs, sequence events orally or in writing after reading facts about immigration. _____
10. Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources. _____

Language Objective



Function



Topic



Domain



Outcome



Model Performance Indicators

Grade Level Cluster 6-8

Standards 4: (the language of) Science

Language Proficiency Level: 3
Developing

Language Domain: Reading

The language
function

The content
stem

Identify characteristics and
conditions related to natural disasters
based on text and pictures

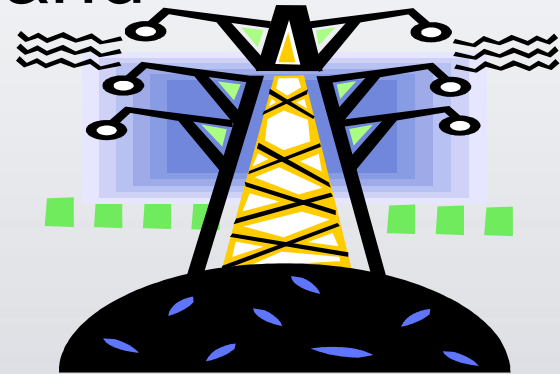
The type of support

Three types of support

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		

Transforming MPIs

- Transform content, language function, support or domain
- Use in unit and lesson planning and curriculum development.



Language Function Listening → Speaking	
Identify specific geographic locations on maps based on oral information and check with a partner	Describe specific geographic locations on maps based on oral information and check with a partner

Transforming MPIs

Support	Summative to Formative
Find labeled pictures of food by initial sounds.	Find real-life examples of foods with initial sounds.
Addition of support	
Outline steps of scientific inquiry involving elements or compounds with a partner.	Outline steps of scientific inquiry involving elements or compounds based on graphic support or pictures with a partner.

Where to Begin

1. Program design defines curriculum model.
2. Curriculum is LANGUAGE-BASED addressing all four domains (L, S, R, W) even though we are using content stems.
3. Look at content standards: what are the overarching language functions?
4. What are the language forms/conventions needed to engage in the content topic?
5. Differentiate according to ELP level.

Push-in Model

Content objective: Predict what would happen to an ecosystem if an energy source was removed.

Speaking domain:

p. 65 Speaking domain, transformed MPIs

ELP 5: Discuss how life cycles within ecosystems are interdependent. Make a prediction about what would happen if an energy source was removed.

ELP 4: Explain how life cycles within ecosystems are interdependent and what would happen if an energy source was removed.

ELP 3: Describe sequence of life cycles within ecosystems from diagrams or graphic organizers. Tell what would happen in the sequence if energy source was removed.

ELP 2: Orally provide examples of components or functions of life cycles within ecosystems using a graphic organizer or diagram. Tell which component would change if energy source was removed.

ELP 1: Identify orally components of life cycles within ecosystems from diagrams or graphic organizers. Identify component that would change if energy source was removed.

Grades Pre K-K Unit Overview

Content Area: English as a Second Language

Unit Title: Exploring Our World Through The Four Seasons

Program Design: This lesson could be used in all program designs 30 -45 minute lessons.

Target Proficiency Level: All Five Levels of Language Proficiency

<http://www.wida.us/standards/elp.aspx>

Unit Summary

In the unit, “Exploring Our World Through The Four Seasons”, students investigate and discover the characteristics about the environment as it is transformed through the seasons. As they do, they experience what happens around them and beyond by using relevant learning opportunities and materials such as: investigating the outdoors, reading traditional literature, singing chants and songs, using websites and web 2.0 tools, and tasting foods particular to each season. **As they learn through experiences and sharing, they acquire language and content in all four domains while at the same time addressing the WIDA Standards.**

Interdisciplinary connections: Language Arts, Science, Social Studies

21st century themes: Global Awareness and Digital Literacy

Unit Rationale

Developing language to communicate the transformations that take place during each season is an integral piece of accessing and conveying information about their worlds. Language will be taught in the context of the seasons as students develop linguistic complexity, social and academic vocabulary and language control. The target language (form, function, complexity, control, and usage) supported through this unit is transferable across content areas.

Learning Targets

WIDA	English Language Proficiency Standards
Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .
Standard 5	. ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies
Language Domains	Each of the WIDA ELP standards encompasses four language domains that define how ELLs process and use language.
Listening	process, demonstrate understanding, interpret, and evaluate spoken language in a variety of situations.
Speaking	engage in oral communication in a variety of situations for a variety of purposes and audiences.
Reading	process, demonstrate understanding, interpret, and evaluate written language, symbols and text with understanding and fluency.
Writing	engage in written communication in a variety of situations for a variety of purposes and audiences.

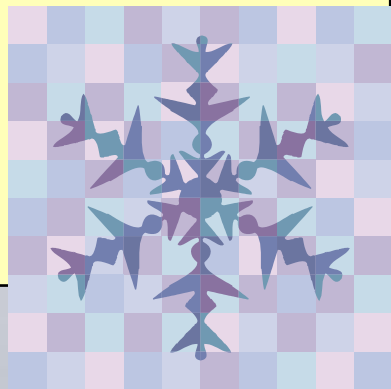
Pre K – K Grade Level Cluster

	Content Area Standard
5.4	Earth System Science: All students will understand that Earth operates as a set of complex dynamic and interconnected systems and is part of the all encompassing system of the universe.
F.	Climate and weather; Earth, weather and climate systems are the result of complex interactions between land, ocean, ice and atmosphere.
8.1	Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Grade Level Cluster Pre K - K

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the topic of the four seasons?



Unit Enduring Understandings

- Listening, speaking, reading, and writing about the seasons requires specific academic language.
- Seasonal transformations vary by time of the year and surroundings.
- Seasons impact what we do and how we do it.

Grade Level Cluster Pre K - K

Evidence of Learning

Summative Assessment: Integrated Performance Assessment

- Students will create an illustrated class book about winter in digital form with audio support and present to peers in the general education classroom and to family members

Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera

Suggested Teacher Resources: <http://voicethread.com/>

Unit Learning Targets/Performance Indicators

Students will **create** a digital story using key vocabulary to accompany the pictures they drew related to winter including clothing, activities and a scene clearly depicting the season.

Students will *label, and/or write* short phrases/sentences describing the activities and events. They will *speak* into a computer microphone and create a voicethread about their story. They will explain how winter impacts what we do and how we do it (activities and events).

Students will:

- demonstrate understanding of and interpretation of spoken language dealing with the four seasons.
- Share information dealing with weather, temperature, seasonal changes, foods and celebrations with peers.

Grade Level Cluster 1 - 2

Evidence of Learning

Summative Assessment: You are a meteorologist predicting the weather according to the information collected in your weather journal. Using the information you will write a weather report and present the weather forecast to the class. As a forecaster you also offer recommendations on what to wear and what you can do based on the weather for the day. Classmates will use a weather forecast checklist to demonstrate understanding of the presentation

Lesson Plans

Lesson	Timeframe
Lesson 1 What is weather?	5 days
Lesson 2 Clouds	7 days
Lesson 3 Precipitation	7 days
Lesson 4 (see project link for lesson information and resource explanation) Project Groundhog, http://www.projectgroundhog.net/	Entire Duration of Unit

Teacher Note: This unit can be used with grades 1 & 2. The language functions utilized are cross-curricular and students should be able to transfer these functions across subject areas. 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..

Curriculum Development Resources: WIDA Proficiency Standards and Can Do Descriptors, NJCCCS, The Common Core Standards, Understanding By Design,

Grade Level Cluster 1 - 2

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking and Writing</i> use words or phrases to describe precipitation (rain, sleet, and snow).</p> <p>compare/contrast weather conditions related to precipitation .</p> <p>describe activities and feelings associated with different types of precipitation.</p> <p><i>Listening</i> recognize effects of precipitation.</p> <p>actively listen to various weather related books .</p> <p>construct a model by listening to oral directions.</p>	<p>Key Content Vocabulary: precipitation, rain, sleet, snow, hail, predict</p> <p>Key Language Forms: If.... then, I wear a/ I wear ; cause/effect, rhyme,</p> <p>Warm-ups</p> <p>Teacher shows students a power point representing four basic types of precipitation, discusses that precipitation originates in the clouds and asks students their thoughts/feelings about precipitation.</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Teacher will begin/end lessons with the songs such as “Rain, Rain Go Away” displayed on whiteboard, point out rhyming words, create additional lyrics 2. Teacher will read various fiction and non-fiction books about precipitation, how it develops, characteristics of each including activities that may/may not occur in said weather and what to wear 3. Students will create precipitation vocabulary flashcards with name, picture, and definition. <p>Students will record precipitation on a chart for 5 days and express knowledge of the importance of precipitation or lack thereof.</p>	<p><u>Formative</u></p> <p>Warm-up responses</p> <p>Homework</p> <p>Drawing to Demonstrate</p> <p>Journal Writing</p> <p>Vocab Tic-Tac-Know</p> <p>Precipitation Match test</p> <p>Weather Word Wheel Game</p> <p>Riddle Cards</p>

Considerations for overall curriculum and lesson activities

- Curriculum mapping of language functions, language forms, and domains
- Strategic list of vocabulary (content and proficiency level)
- Student engagement activities
- Formative assessment
- Technology
- Gradual Release of Responsibility
- Integration of strategies

Vocabulary

- Key content vocabulary based on standards (e.g. NCTM and Academic Word List).
- Use framework to select vocabulary.
- Creative, student-centered vocabulary games/activities.
- Aside from key content vocabulary differentiated by ELP level.

Questions for Selecting Vocabulary

- | | |
|---|--|
| <ol style="list-style-type: none">1. <i>Representative</i>2. <i>Repeatability</i>3. <i>Transportable</i>4. <i>Contextual Analysis</i>5. <i>Structural Analysis</i>6. <i>Cognitive Load</i> | <ul style="list-style-type: none">▪ Is it critical to understanding?▪ Will it be used again?▪ Is it needed for discussions or writing?▪ Can they use context to figure it out?• Can they use structure?▪ Have I exceeded the number they can learn? |
|---|--|

Student engagement strategies



Reciprocal teaching



Think-Pair Share



Hands-on activities

Formative Assessment

COSMIC

- **C**ritical for ELLs
- **O**ngoing throughout each lesson
- **S**tudent involvement and responsibility
- **M**onitors learning
- **I**ndividualize, if necessary
- **C**lassroom climate

Technology and ELLs

Websites

- Colorín Colorado, starfall, Brainpop....

Materials

- Ipods, computers, smart boards, ...

Applications

- Webpages, animoto, twitter, ...

Gradual Release of Responsibility

- Encompasses best practices for ALL but especially for ELLs:
 - Focused instruction. “I do – you watch.”
 - Modeling, think aloud, comprehensible input
 - Guided instruction. “I do –you help.”
 - Practice with teacher
 - Collaborative learning “You do – I help.”
 - Practice with peers (interactive uses language)
 - Independent task learning “You do - I watch.”

(Fisher and Frey)

Integration of strategies

- **Meta-cognitive**
 - Think-alouds, monitoring comprehension, self-assessment
- **Cognitive**
 - Summarizing, predicting, questioning, inferences, note-taking
- **Social/affective**
 - Clarification, cooperative groups

Next steps



1. Gather the following: WIDA manual, content standards, list of language functions and forms, key vocabulary lists, list of strategies.
2. Check topics in WIDA manual for grade level cluster.
3. Compare with grade level content standards.
4. Decide on unit topic (s).
5. By reviewing content standards and objectives, decide on language functions and forms and academic vocabulary to be addressed.
6. Decide on “evidence of learning” – project that demonstrates transfer of knowledge.
7. Develop learning targets.
8. Develop activities which will lead to mastery of selected standards.
 - Consider: student engagement, GRR, strategies, formative assessment, technology, ALL FOUR DOMAINS

Q & A

- **Suggestions**
- **Questions**
- **Understandings**
- **Accommodations in general education curriculum**
- **Recommendations**
- **Evaluation**

Grade Level Cluster 9-12

Unit Overview

Content Area: English as a Second Language:

Unit Title: The Immigrant Experience

Program Design: Proficiency level ; class period of 45 minutes

Target Proficiency Level: Beginning (Level 2) – Developing (Level 3) English Language Learner

(For an understanding of this proficiency level, see the WIDA English Language Learner CAN DO Booklet http://www.wida.us/standards/CAN_DOs/Booklet9-12.pdf)

Unit Summary

In “The Immigrant Experience,” students explore their personal and their peers’ perspectives on immigration using a range of culturally authentic learning materials, such as magazine articles, websites, graphs, and photographs. **Through a series of scaffolded learning activities, they strengthen their listening, speaking, reading, and writing skills.** As they do, they reflect on their own immigration experience, develop materials that promote multicultural awareness, close the social gap, increase communication skills, and develop research skills.

Interdisciplinary connections: Language Arts Literacy, Social Studies and Technology

21st century themes: Global Awareness and Civic Literacy

Unit Rationale

Developing awareness of immigration and understanding others’ perspectives is an important factor in preparing today’s youth for success in life and in developing career skills for the 21st century. **By connecting self to text, students are motivated to share their personal experiences orally and in writing.** Students will have an opportunity to critically reflect upon their own immigration experience and to compare their experiences with their native English speaking peers.

Grade Level Cluster 9-12

WIDA English Language Proficiency Standards

- **Standard 1:** English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- **Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- **Domains:** Listening, speaking, reading, and writing.

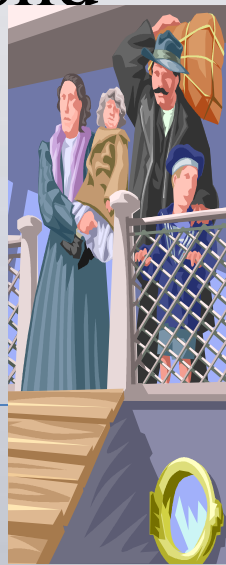
Content Area Social Studies Standard

- **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Grade Level Cluster 9-12

Unit Essential Question

What language do students need in order to engage in and comprehend the topic of immigration?



Unit Enduring Understandings

- Listening, speaking, reading, and writing about the immigrant experience requires specific academic language.
- The immigrant experience connects many in the United States.
- The immigrant experience connects people around the world.

Grade Level Cluster 9-12

Evidence of Learning

Summative Assessment: Photo Essay

A PowerPoint presentation photo essay comparing and contrasting the students' immigrant experiences with a native English speaking peer's immigrant experience, and emphasizing what they have learned as a result of this unit.

Equipment needed: Student computers (with multi-media production tools such as Photo Story or PowerPoint and internet access), and digital cameras.

Teacher Resources:

Rubric to grade Photo Essay – summative assessment

Unit and Lesson Language Objectives

Grade Level Cluster 9-12

Unit Learning Target

Students will compare and contrast *orally and in writing* **their immigrant experience with others' immigrant experiences** *by creating a photo essay using narrative writing and graphics.*

Lesson targets

- Define and create pictorial representations of vocabulary related to the American immigrant experience using a graphic organizer in cooperative groups.
- Orally express the connection between their own personal immigration experiences to the information presented in the timeline using previously taught vocabulary.
- Describe orally and in writing how their lives have changed since their arrival in the U.S.A. using a graphic organizer, previously taught vocabulary and sentence structures, and with L1 support.

Grade level Cluster 9-12

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> Orally answer teacher questions and share responses about the description of the American people in pairs and as a whole class with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible). <p><i>Speaking & Writing</i></p> <ul style="list-style-type: none"> Define and create pictorial representations of vocabulary related to the American immigrant experience using a graphic organizer in cooperative groups. 	<p><u>Key Vocabulary:</u> immigration, experience, immigrant, foundation, diversity, influence, cultures</p> <p><u>Key Language Structure/Form:</u> (use in Four Corner Vocabulary Activity) prefix, suffix, compound word, cognate, synonym, antonym</p> <p>Warm-up</p> <p>Students: Respond to question: How can you describe the American people?</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> Teacher: Project warm-up question on slide 2 of the PowerPoint presentation. Instruct students to reflect on the question, share their reflections with a partner, and then with the class as a whole (think-pair-share). Teacher: Ask students the following question: Why did you describe the American people in this way? The teacher will use the key vocabulary in this discussion Students: Jigsaw activity: Divide the students into groups of two or three students, and assign each of the groups two or three vocabulary words. 	<p><u>Formative</u></p> <ul style="list-style-type: none"> Warm-up and closure responses Four Corner Vocabulary graphic organizer in cooperative groups Jigsaw activity: presenting completed graphic organizers Homework

Grade Level Cluster 9-12 Lesson 1

Closure

- Students: Students will use the newly learned vocabulary to add to their reflections from the beginning of class.

Expansion/Extension/Homework

- Students: Ask the people you live with the following questions, and record their answers, in English, or in your first language:
- How do you describe the American people?
- Why do you describe them this way?

Differentiation

Lesson Sequence, Activities 1, 5, and 6: Use flexible grouping; deliberately pair students heterogeneously by proficiency level.

ELP Level 2: Define vocabulary concepts from illustrations and word/ phrase banks.

ELP Level 3: Give examples of vocabulary concepts from illustrations and word/phrase banks.

Resources Provided

- PowerPoint presentation: Introduction to the American Immigrant Experience
- Graphic organizer: Vocabulary
- Key vocabulary list

Grade Level Cluster 6-8

Unit Overview

Program Design: Grade level - 90 minutes per day

Content Area: ESL

Unit Title: Holocaust Unit: “The Impact of World Conflict on Human Interaction”

Target Grade & Proficiency Levels: Grade 8, English Proficiency Levels 1-5

(For an understanding of these levels of English Language Proficiency, see the [WIDA Standards](#))

Unit Summary

During this unit, Holocaust Studies: “The Impact of World Conflict on Human Interaction”, students will explore, investigate, understand, extrapolate, and analyze historical events and their impact on natural resources, social interactions, emigration, and technology through the use of an authentic series of historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia.

Unit Rationale:

Understanding, analyzing, synthesizing, and evaluating the events related to World War II and the Holocaust require that one is able to convey ideas effectively, using the English language. Through this interdisciplinary unit of study, students will demonstrate their English language proficiency, including the application of vocabulary, linguistic complexity, usage, and language control, necessary for mastery of content and concepts related to the Holocaust. The target language (form, function, complexity, control, and usage) supported through this unit is transferable across content areas, genres, cultural and societal experiences.

Grade Level Cluster 6-8

	WIDA English Language Proficiency Standards
Standard 1	English Language Learners (ELLs) communicate for Social and Instructional purposes within the school setting.
Standard 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
Standard 3	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
Standard 4	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science.
Standard 5	Ells communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
Social Studies	
Standard 6.1: Standard 6.2:	<u>2009 NJ CCCS Social Studies</u> U.S. History: America in the World. <i>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</i> World History/Global Studies: <i>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</i>

Grade Level Cluster 6-8

Holocaust Studies

1. Students will develop an understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future;
2. Students will develop an understanding of the nature of a totalitarian regime, the strategies and tactics it uses to control and influence people, and the devastating impact it has on the people and groups the regime targets for repression and destruction;
3. Students will develop a basic knowledge and understanding of the tragic horror and devastation of life in the camps and ghettos for the Jews and other targets of Nazi oppression and of the human spirit and creativity that persisted in the face of that oppression;
4. Students will develop an understanding of the extensive efforts made by the Jews and other victims of the Nazis to hide and to escape from their grasp and the vital role of the rescuer in saving many lives;
5. Students will demonstrate an understanding and recognition of the many forms of resistance that occurs and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution; and
6. The students will recognize and demonstrate empathy for the immensity of the human destruction caused by the Holocaust, for the determination and courage required to build new lives, and for the world's struggle to confront the issues of genocide and moral responsibility to act as "rescuer."

Grade Level Cluster 6-8



Unit Essential Question

What language do students need in order to engage in and comprehend the topic of the Holocaust?

Unit Enduring Understandings

- Formal and informal register, with regard to the form and function of language, are appropriate for specific audiences and purposes.
- Knowledge of academic language is key in aiding understanding of language, with regard to social, as well as content-related topics.
- The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I. The Holocaust, and the laws and policies connected to it, have shaped the decision-making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government.

Grade Level Cluster 6-8

2010 Common Core Standards: Literacy in History/Social Studies

- RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.
- WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Grade Level Cluster 6-8

Evidence of Learning

Summative Assessment/Extension of Summative:

Create a fictional identity as one who has experienced the Holocaust. Students will create their own timelines, compose diary entries, detail their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), and compose a persuasive letter to demonstrate the application of appropriate register.

Equipment needed:

Portfolio compiled throughout unit, access to Internet resources, LCD projector, graphic organizers

Teacher Resources:

Graphic organizers for comparison/contrasts, timelines, pro/con assessment, grids for charting of rates of survival

Grade Level Cluster 6-8

Unit Learning Targets

Students will identify, understand, and use language appropriate for the functions of persuasion, summarizing, retelling, sequencing, expressing cause/effect, and description through the development of a fictional character who lived during the time of the Holocaust.

Lesson targets:

- 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 in the context of the contents of social/instructional language, language arts literacy, mathematics, science, and social studies, through learning activities and experiences related to the Holocaust and events leading up to World War II.

Grade Level Cluster: Pre K- 5

PreK-K

- Sandee McHugh-McBride
- Monica Schnee

Retired, Howell
River Edge

Grades 1-2

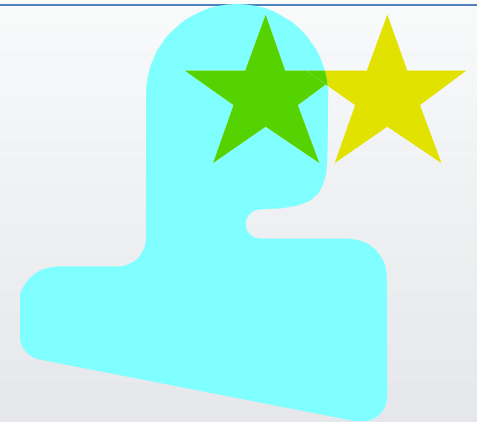
- Kathleen Fernandez
- Patricia Jasinski
- Elizabeth Solowey

Lumberton
Absecon
Oaklyn

Grades 3-5

- Daniel Angelo
- Cassandra Lawrence
- Sandy Nahmias
- Jory Samkoff

Atlantic City
Perth Amboy
Roselle
Clifton



Grade Level Cluster: 6-12



Grades 6-8

- | | |
|--------------------------|---------|
| ❖ Stephanie Abelson | Howell |
| ❖ Kevin LaMastra | Linden |
| ❖ Jackie Moore | Howell |
| ❖ Eva Rogozinski | Clifton |
| ❖ Yasmin Manno-Hernandez | Newark |



Grades 9-12

- | | |
|---------------------|-------------------|
| ❖ Caia Schlessinger | Freehold Regional |
| ❖ Brenda Avila | West Orange |
| ❖ Petra Liz-Morell | Paterson |

Resources

- www.wida.us
- <http://www.corestandards.org/>
- <https://www13.state.nj.us/NJCCCS/>
- <http://www.esldesk.com/vocabulary/academic>
- <http://www.grantwiggins.org/>

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