

Black Horse Pike Regional School District

580 Erial Road, Blackwood, NJ 08012

English as a Second Language Intermediate Level

COURSE OF STUDY

World Language Department

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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
Triton Regional High School
World Language Department
ENGLISH AS A SECOND LANGUAGE INTERMEDIATE LEVEL
Grade 9-12

Course Description:

This is an intermediate level course for English language learners who possess a proficiency level of “developing” or “expanding” as defined in the WIDA Consortium CAN DO Descriptors. In this class, students can expect to address the five English language development standards necessary to communicate information, ideas and concepts in the following areas:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

Therefore, the units covered in this course are content driven to support students’ academic language development needed to engage with peers, educators and content curriculums.

Within the framework of the WIDA’s CAN DO Descriptors and language standards, students will develop proficiency in the four domains of language: listening, speaking, reading and writing.

Grading Scale

Homework/Classwork	Minor Assessments	Major Assessments	Projects
20%	25%	40%	15%

Course Expectations:

1. Keep an organized binder.
2. Apply learned vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Complete all assignments and projects.
4. Attend class on time and prepared.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Intermediate

Course Number: 050300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: ELL Intermediate - Unit 1 Advance Learning Verbs	Unit Summary: The goal of this unit is to equip students, who are functioning between a developing and bridging level of English language proficiency, with moderate to advance level learning verbs necessary to demonstrate content knowledge at a higher-order of thinking. Students will examine and practice such learning verbs through activities and tasks that are relevant and engaging.
Grade Level(s): 9 - 12	
Essential Question(s): <ol style="list-style-type: none"> 1. What are common learning verbs that assess comprehension? 2. What learning verbs require higher-order thinking? 3. What learning verbs share similar approaches to complete a task? 4. What application is necessary for high level learning verbs? 5. How do higher level learning verbs demonstrate critical thinking skills? 6. What is the imperative? How is it formed? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1. Recognize that basic learning verbs only permit the assessment of fundamental recall and understanding of knowledge and/or comprehension of instructions. 2. Recognize moderate to advance level learning verbs require the employment of higher-order thinking. 3. Complexity and nuances exists in the implementation of learning verbs with similar meanings depending on the context of a task. 4. Deciphering moderate to advance learning verbs is necessary to approach tasks that require higher-order thinking. 5. The demonstration of critical thinking skills to reach desired outcomes is sought through higher level learning verbs. 6. The imperative tense is used for instructions and directions.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA or NJCCCS or CCSS</u>
1. Define advance learning verbs.	1. WIDA Standard 1
2. Spell the learning verbs using the English alphabet.	2. WIDA Standard 1
3. Differentiate between the learning verbs.	3. Literacy.CCRA.L.4
4. Approach tasks and skills practice via the application of the learning verb.	4. Literacy.CCRA.L.5
5. Interpret statistics, data, line graphs, and bar graphs	5. WIDA Standard 3
6. Research for specific information and summarize.	6. Literacy.W.9-10.7
7. Form the imperative and recognize two of its uses.	

Inter-Disciplinary Connections:

Language Arts Literacy – Research the what, when, where, who, and why of an ancient ruin.

Science – Analyze the line graph of *Greenland Melt Extent 2012*

Math – Conclude the life expectancy of different countries using statistics

Social Studies – Summarize and predict the projections of populations in race and ethnicity selections.

Technology – Use the internet to research the ancient ruins

Students will engage with the following text:

- *What I Eat Around the World in 80 Diets*
- *Bodies of text regarding an ancient ruin*

Students will write:

- Modified Cornell Notes
- Short conclusions about analyzed data
- Summary about an ancient ruin
- Observations about the changes in style, posture, and appearance over the last 60 years using Triton's senior trip photographs

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction
- Modified Cornell Notes
- Repetition of learning verbs to practice the pronunciation
- Practice and apply vocabulary
- Practice applications of advance learning verbs
- Interpret charts and graphs
- Analyze statistics to draw conclusions about possible correlations
- Make inferences from data

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Daily warm-up activities
- Homework assignments
- Quizzes on vocabulary, form and content
- Skills packet interpreting information found in charts, graphs, maps and visuals
- Quiz demonstrating comprehension of skills connected to advance learning verbs
- Formal writing assignment recording observations the decades of senior class trip photographs

Accommodations/Modifications:

- Provide word walls prominently displayed for reference and support.
- Use of simplified examples from which to scaffold.
- Instructor to model for students to emulate the skills inherent to learning verbs.
- Use of different colors, bold faced and italicized text to focus students’ attention on key words.
- Provide a review sheet for formative and summative assessments.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Unit test
- End of marking period benchmark assessment

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms and hints.

Performance Assessments:

- Student centered activity: Ancient Ruin Poster Project

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Provide parameters for research of ancient ruin.
- Provide a class created rubric.
- Allow flexibility for creativity and interpretations.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Intermediate

Course Number: 050300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Intermediate – Unit 2 Matter</p>	<p>Unit Summary: The objective of this unit is to develop the language of Science students need to understand the properties and states of matter. This unit will develop their body of knowledge about matter so students can engage in discourse about atoms, elements and compounds, and examine the subatomic structure. The unit also exposes students to the language used for standard units of weights and measure and the scientific instruments use to evaluate matter.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What use of the present simple is used to discuss matter? 2. What is the rule for 3rd person singular? 3. What type of nouns are matter, mass, volume, and weight? 4. What are the four states of matter? 5. What is made of matter? 6. How is matter defined? 7. From what is matter made? 8. What are elements? 9. What are molecules? 10. What are compounds? 11. What is the subatomic structure of an atom? 12. How is the state of matter related to the motion and 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The present simple is used to discuss truths and facts about matter. 2. Add –s or -es to the verb for the third person singular. 3. Matter, mass, volume and weight are an uncountable nouns. 4. The four states of matter are solid, liquid, gas, and plasma. 5. All things in the natural world are made up of matter. 6. All matter takes up space and has mass. 7. All matter is composed of atoms. 8. Elements are composed of one type of atom and cannot be broken down into simpler substances. 9. Molecules are composed of two or more atoms and are the smallest unit of an element. 10. Compounds are composed of two or more separate elements. 11. The subatomic particles of an atom are protons, neutrons, and electrons. 12. Molecules have space between them and are continuously in motion. Molecules of matter attract each other due to force of attraction. 13. Matter is measured either by mass, density, volume or pressure. 14. A graduated cylinder, scale, balance, and gauge are common scientific instruments to weigh matter.

<p>arrangement of its molecules?</p> <p>13. How is matter measured?</p> <p>14. What scientific instruments are used to measure matter?</p> <p>15. What are the units of measurement used?</p> <p>16. What are the properties of matter and how can these properties change?</p> <p>17. What is the difference between a physical change and a chemical change?</p> <p>18. What is the atomic number and how is it determined?</p> <p>19. What is atomic mass and how is it determined?</p>	<p>15. International System of Units (SI) is the standard units of weights and measures.</p> <p>16. Matter can be described by physical properties and chemical properties. The size, shape, ability to rust, flammability, state and smell indicate either chemical or physical properties.</p> <p>17. During a chemical change, new substances with different properties are produced; during a physical change the form or appearance of matter changes.</p> <p>18. The number of protons in an atom's nucleus determines the atomic number.</p> <p>19. The number of protons and neutrons in an atom's nucleus determine the atomic mass.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Identify the use of the present simple: truth and facts.	1. WIDA Standard 1
2. Implement the rule for 3rd person singular.	2. WIDA Standard 4
3. Explain why matter, mass, volume, and weight are uncountable nouns.	3. WIDA Standard 4
4. Define matter.	4. Science - 5.2.8.A.1
5. Identify the three states of matter.	5. Science - 5.2.8.A.3
6. Describe the structure of an atom.	6. Science - 5.2.8.A.5
7. Define element, molecule and compound.	7. Science -5.2.8.A.5
8. Identify two properties by which matter can be described.	8. Science - 5.2.8.A.6
9. List properties that can be observed during physical changes or chemical changes.	9. Science – 5.2.8.A.6
10. Distinguish the changes that matter undergoes during physical changes versus chemical changes.	10. Science – 5.2.8.B.1
11. Determine and define ways to measure the states of matter (mass, volume, density and pressure).	11. WIDA Standard 4
12. Identify tools used to measure matter and the units of measurement.	12. WIDA Standard 4
13. Convert units of measurement.	13. WIDA Standard 3
14. Distinguish between the atomic number and the atomic mass of an atom.	14. WIDA Standard 4
15. Discuss matter and the subatomic structure of an atom	15. Literacy.W.9-10.2

Inter-Disciplinary Connections:

Language Arts - Defining the key terms associated with matter

Math – Convert units of measure. Complete science-based math activity sheet

Technology - Use the internet to convert American units of measurement to SI

Students will engage with the following text:

- Prime Science *The Nature of Matter*
- Glencoe *Physical Science: Matter*
- *Reading Essentials for Earth Science (An Interactive Student Textbook)*
- *Earth's Matter and Origin Focus on Science Series*

Students will write:

- Modified Cornell Notes
- Definitions of key terms relating to matter
- Independent Cornell Notes on text *Earth's Matter and Origin* followed by comprehension questions
- Observations on the physical properties of different types of matter
- Expository text regarding matter and the structure of an atom

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction
- Modified Cornell notes
- Unpack vocabulary, visuals, and definitions using a graphic organizer
- Repeat pronunciation of key terms
- Complete graphic organizer - Matter is everywhere: solids, liquids, and gases
- Identify the nouns and noun type
- Listening exercise: Bill Nye Science Guy's video on Matter with companion video focus questions
- Listening exercise: Program: *Cosmos* "Life of Stars" video segment
- Read excerpts from *The Nature of Matter* and answer comprehension questions
- Close reading activity: *Earth's Matter and Origin*
- Examine sentence structure and language concepts to discuss matter
- Diagram: structure of an atom
- Differentiate between elements and compounds
- Examine statements about matter and find the grammatical errors
- List examples of matter that has undergone physical changes versus chemical changes
- Evaluate if shape, ability to rust, flammability, state and smell, indicates a physical or chemical property
- Use the internet for unit conversions
- Practice using scientific instruments to measure matter
- Complete science-base math activity on measurements
- Determine the atomic number and atomic mass of provided elements

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Daily warm up activities
- Homework assignments
- Quizzes on vocabulary, form and content
- Expository text regarding matter and the structure of an atom

Accommodations/Modifications:

- Visuals and terms prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Reuse examples and visuals covered in previous lessons.
- Provide a study guide for quizzes.
- Provide the format and a rubric for the expository text.

Summative Assessments:

- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Limit answer choices.
- Read and review directions out loud.
- Chunk assessments into portions.
- Provide word bank.
- Reuse examples previously presented in lessons and exercises.
- Reuse graphic organizers and diagrams previously learned.
- Allow for extended time.
- Provide a study guide prior to assessments.

Performance Assessments:

- Conduct mini experiment and record observations of chemical changes produced
- Present the results to the class in an oral presentation

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Intermediate

Course Number: 050300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Intermediate - Unit 3 Elements of Fiction</p>	<p>Unit Summary: The objective of this unit is to develop the language of Language Arts by expanding the students' working knowledge of fictional literature. This unit will promote a deeper understanding of fictional narratives through characterization, setting, plot and types of conflict. Students will identify and analyze the important elements, and recognize through characterization different types of characters propel the narrative process. Vocabulary will be taught in context throughout two short stories.</p>
<p>Grade Level(s): 9 - 12</p>	<p>The objective of this unit is to develop the language of Language Arts by expanding the students' working knowledge of fictional literature. This unit will promote a deeper understanding of fictional narratives through characterization, setting, plot and types of conflict. Students will identify and analyze the important elements, and recognize through characterization different types of characters propel the narrative process. Vocabulary will be taught in context throughout two short stories.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How can the literary genre fiction be defined? 2. What are the elements of fiction? 3. What are the characteristics of a plot? 4. How is plot essential to a narrative? 5. How is characterization necessary to a story? 6. How does conflict shape a character? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Fiction is imaginative narration in prose form. Composed works within this genre include novels and short stories. 2. A body of fiction requires characters, plot, point of view, setting, style, and theme. 3. The characteristics of a plot are exposition, rising action, conflict development, climax, resolution, and falling action. 4. The plot is the crux of a fictional story. It provides structure and sequences events as the narrative unfolds. 5. Characterization reveals the personality of character and enables the reader to recognize the type of character the writer is portraying. 6. How a character responds to conflict shapes the narrative and discloses the character's motivation.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Distinguish a body of text that is fiction versus non-fiction.	1. WIDA 2
2. Identify plot characteristics; and explain their purpose in the development of a narrative.	2. WIDA 2
3. Annotate elements of the story to the characteristics of the plot.	3. WIDA 2
4. Identify character types through characterization and support with textual evidence from the narration.	4. WIDA 2
5. Explain the use of tenses to tell the narrative.	5. Literacy.CCRA.L.1
6. Use knowledge gained through the text to make predictions about the story.	6. Literacy.RL.9-10.1
7. Pronounce, define, and apply selected embedded vocabulary.	7. Literacy.L.9-10.4
8. Compose a continuation of <i>The Necklace</i> .	8. Literacy.CCRA.W.3
9. Analyze a specific character from <i>The Solitary Cyclist</i>	9. Literacy.CCRA.W.9
10. Develop a short narrative using a picture prompt	10. Literacy.CCRA.W.3

Inter-Disciplinary Connections:

Social Studies – Background information for fictional stories

Connect the characters in *The Necklace* to the social classes of France.

Science – Discuss the field of forensic science and its role in solving crimes.

Relate the five senses to the skills of observation.

Technology - Respond to questions regarding specific plot characteristics using student responders.

Students will engage with the following text:

- An adaptation of *The Necklace*
- The Great Adventures of Sherlock Holmes, *The Solitary Cyclist*

Students will write:

- Cornell Note-taking
- Annotations
- Guiding questions to complete during and/or after reading
- Open-ended responses to demonstrate reading comprehension
- Narrative recaps to demonstrate independent reading
- Character analysis supported by textual evidence
- Continuation of ending for *The Necklace*
- Brief narrative

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction
- Elicit students' prior knowledge of plot elements
- Cornell Notes on plot elements
- Complete a plot diagram with an explanation of the purpose for each element
- Promote student interest in fictional readings through building background knowledge of author and time during which the story was composed
- Examine the illustrations relevant to the bodies of fiction and make predictions about the story
- Present vocabulary units that include part of speech, definition, a sample sentence and visual(s)
- Vocabulary practice and application
- Assess reading comprehension with collaborative discussions; recaps; open-ended questions
- Analyze plot elements in bodies of fiction

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Daily warm up activities
- Homework assignments
- Vocabulary quizzes
- Graphic organizers
- Plot analysis
- Chapter reviews
- Reading comprehension questions
- Class discussions
- Short summary story recaps

Accommodations/Modifications:

- Read in short chunks then discuss for clarification and comprehension.
- Provide word walls prominently displayed for reference and support.
- Students to decide on small group reading or independent reading.
- Provide visuals that illustrate story components.
- Provide graphic organizer to arrange story elements.

- Highlight and underline main ideas in reading material.
- Provide guided notes.
- Use graphic organizers.
- Use mental models.

Summative Assessments:

- Story and elements of fiction test – *The Necklace*
- Comprehensive Vocabulary Assessment
- Story and literary terms test – *Sherlock Holmes The Solitary Cyclist*
- Comprehensive Vocabulary Assessment
- End of marking period benchmark assessment

Accommodations/Modifications:

- Provide a closely aligned study guide that parallels the test.
- Chunk the vocabulary.
- Repeat questions from previous assignments.
- Reuse mental models and visuals.
- Bold instruction and key terms.
- Allow for extended time.

Performance Assessments:

- Write a narrative piece using a picture prompt
- Small group collaboration – group annotation and reflection of narrative to be presented with class

Accommodations/Modifications:

- Model narrative using a sample picture prompt
- Allow for rewrite to incorporate teacher comments and corrections
- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Provide specific guiding questions to assist with annotation and reflection.
- Provide a clear presentation rubric.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Intermediate

Course Number: 050300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Intermediate – Unit 4 Career Readiness</p>	<p>Unit Summary: The goal of this unit is to encourage students to engage in the forward thinking necessary to frame future academic and career goals. They will investigate possible career options, and the level of education and skill sets necessary to enter a respective career. Students will also consider the competitive and globalized nature of the modern job market. They will employ formal language to construct a resume and compose a cover letter; and learn the guidelines to prepare for a job interview. The unit will culminate in a mock job interview, during which students will attempt to comport themselves in a professional manner.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What do you envision for your future? 2. What are the two forms used to discuss the future? 3. What are uses for <i>going to</i>? 4. What are uses for <i>will</i>? 5. What career options interest you? What steps are necessary to enter these fields? 6. What preparations are important before going on a job interview? 7. What is a resume? What should be included on a resume? 8. What is the purpose of a cover letter? 9. How should a job applicant comport his or herself at a 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Visualizing a desired future motivates one to set goals and make decisions that serve in the interest of realizing that future. 2. The present simple phrase <i>going to</i> and the verb <i>will</i> indicate future plans and events. 3. The phrase <i>going to</i> is used to talk about planned activities for the future and to make predictions about the near future. 4. The verb <i>will</i> is used for a decision to do something at the time of speaking; a prediction in the remote future; a request or offer; a promise; and to express an action in necessity in the future. 5. Investigating career options to obtain insight into required qualifications, so to pursue these fields, empowers students to set obtainable goals. 6. Following specific strategies to prepare for a job interview enhances a candidate's chance for a successful interview. 7. Resumes provide a potential employer a summary of an applicant's skills, abilities and accomplishments. 8. A cover letter is a letter of introduction. It states an applicant's intent and interest in employment. 9. Exercising recommended interviewing skills and comporting oneself in a professional manner can make the difference in getting hired.

job interview?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA or NJCCCS or CCSS</u>
1. Consider your future and outline the possible steps to realize it.	1. WIDA Standard 1
2. Construct the future tense.	2. WIDA Standard 1
3. Identify the uses of <i>going to</i> and <i>will</i> .	3. WIDA Standard 1
4. Distinguish the differences between using <i>going to</i> and <i>will</i> .	4. WIDA Standard 1
5. Analyze the modern job market and its global nature.	5. WIDA Standard 1
6. Complete a job application.	6. WIDA Standard 1
7. Evaluate your desired lifestyle, the associated costs, and the necessary income.	7. WIDA Standard 1
8. Assess possible career options via a career/personality test.	8. WIDA Standard 2
9. Investigate possible career options and outline the steps to enter them.	9. WIDA Standard 5
10. Graph career data on a line graph.	10. WIDA Standard 3
11. Extract pertinent information from body of text and develop a generic resume.	11. WIDA 2
12. Analyze the components of a cover letter.	12. WIDA Standard 2
13. Proof and correct the sample cover letter.	13. Literacy.W.9-10.5
14. Develop a resume.	14. Literacy.W.9-10.5
15. Compose a cover letter for a job opening.	15. Literacy.W.9-10.4
16. Identify and practice interviewing strategies.	16. WIDA 1
17. Prepare and respond to interview questions.	17. Literacy.CCRA.SL.6
18. Engage in the interview process.	18. Literacy.CCRA.SL.6

Inter-Disciplinary Connections:

Language Arts - Compose a resume and cover letter for an employment opportunity.

Mathematics – Create a line graph

Social Studies – Salary guides and the translation to socio-economic status and social mobility.

Technology – Research on line possible career options and the requirements to enter the field.

Students will engage with the following text:

- *Current Periodicals*
- *Cover letter and resume samples*
- *Career websites*

- *Text about preparing for an interview*

Students will write:

- Open ended responses to a questionnaire
- Short essay on vision of the future, goals, and a plan on how to obtain those goals
- Resume
- Cover letter
- Thank you note

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction.
- Modified Cornell notes.
- Repeat the definition and pronunciation of key terms.
- Analyze the modern job markets and identify strengths and weaknesses.
- Investigate career paths.
- Compare and contrast relevant career opportunities.
- Extract relevant information to include in a resume from a body of text.
- Examine best verbs for resumes.
- Improve a resume implementing formal and concise language.
- Proof and correct cover letter for errors in tense, punctuation, and spelling.
- Complete a personality test.
- Complete chart for career options.
- Identify the recommendations for interview preparation.
- Prepare for an interview with role playing.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Daily warm-up activities
- Homework assignments
- Respond to oral comprehension checks

- Statements practicing the language of future (ex. goals and career)
- Resume, cover letter writing
- Quiz on target vocabulary and language
- Quiz on career readiness
- Interview with an administrator

Accommodations/Modifications:

- Word walls with visuals prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Reinforce concepts with graphic organizers.
- Model writing samples for reference.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Provide a review sheet for quizzes.

Summative Assessments:

- Unit test
- Interview process
- End of marking period benchmark

Accommodations/Modifications:

- Incorporate familiar visuals.
- Provide a study guide.
- Use simplified language.
- Limit answer choices.
- Chunk assessments into portions.
- Reuse examples previously presented in lessons and exercises.
- Allow for extended time.
- Highlight, underline, or bold key terms.

Performance Assessments:

- Group investigation about careers, schooling, and salary guides
- Illustrate and discuss data with classmates using a line graph

Accommodations/Modifications:

- Clear and concise rubric
- Template for survey questions
- Model requirements for a bar graph.
- Provide the option of working with a partner.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Intermediate

Course Number: 050300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Intermediate – Unit 5 Earth’s Structure</p>	<p>Unit Summary: The objective of this unit is to develop the language of Science students need to understand the structure of Earth, and how our living planet formed around 4.6 billion years ago. This unit will develop the students’ body of knowledge about the composition of each layer and the internal forces at work. They will unfold the types of evidence scientists study to understand the structure and characteristics of Earth’s interior. The unit connects the geological forces impetus to earthquakes, tsunamis, and volcanism. Students will investigate the different fault lines and their effects on Earth’s crust.</p>
<p>Grade Level(s): 9 - 12</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> The present simple is used to discuss truths and facts. Add –s or -es to the verb for the third person singular. The past simple and past continuous serve different functions to discuss events and actions from the past. The past simple is most commonly used to communicate completed actions and often clarified by a time-marker. Past continuous communicates longer actions during a possible unknown time in the past. Coupling these two tenses reveals interruption. The Earth is believed to have formed from gas and dust pulled together by gravity. Asteroids and small early planets repeatedly collided and gradually increased in size. Earth is composed of four different layers: the inner core, outer core, mantle, and crust. Each layer of Earth has distinct properties and a unique structure that fuel Earth’s internal workings. Scientists study evidence from Earth, space, volcanism and earthquakes to better understand Earth’s internal structure and geological history. The flow of liquid iron, in Earth’s outer core, generates electric currents, thereby, creating a magnetic field. It protects life from the sun’s dangerous solar radiation.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> What use of the present simple is used to discuss Earth’s structure and composition? What is the rule for 3rd person singular? Which tenses of the past are used to discuss the Earth’s formation 4.6 billion years ago? When is the past simple used versus the past continuous? When are they used together? How do scientists believe Earth was formed 4.6 billion years ago? What are the layers of Earth’s? What is the composition of each layer? 	

<p>8. What sources of evidence do scientists study to gain insight on Earth's interior structure and composition?</p> <p>9. What generates Earth's magnetic field and how does it protect life?</p> <p>10. Why do earthquakes, tsunamis and volcanic eruptions occur?</p>	<p>10. The lithosphere and crust are composed of tectonic plates that slowly float on the mantle. The plate boundaries bump into each other causing geological episodes such as earthquakes, tsunamis, and volcanic eruptions. </p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Identify the use of the present simple: truth and facts.	1. WIDA Standard 1
2. Implement the rule for 3rd person singular.	2. WIDA Standard 1
3. Explain the past simple and past continuous tenses.	3. WIDA Standard 1
4. Recognize irregular verbs.	4. WIDA Standard 4
5. Read passage on Earth's Formation, then examine the tenses used.	5. WIDA Standard 4
6. Describe the theory of how the earth formed.	6. WIDA Standard 2
7. Annotate passages from <i>The Structure of Earth</i> .	7. Literacy.CCRA.R.2
8. Describe the composition and characteristics of each layer.	8. WIDA Standard 4
9. Discuss main idea questions and textual evidence in small groups.	9. Literacy.CCRA.SL.1
10. Complete cloze exercise about the layers of the earth.	10. Literacy.CCRA.L.6
11. Diagram the layers of the earth and describe the composition of each.	11. WIDA Standard 4
12. Personify the lithosphere cartoon characters in a group skit.	12. Literacy.SL.9-10.2
13. Construct expository paragraph about the inner and outer core.	13. Literacy.W.9-10.4
14. Elaborate the evidence used to understand the Earth's interior	14. WIDA Standard 4
15. Define tectonic plates	15. WIDA Standard 4
16. Explain the causes of an earthquake, tsunami, and volcanic eruption.	16. WIDA Standard 4
17. Locate faults and active volcanoes on the globe.	17. WIDA Standard 4
18. Compose an expository essay about Earth interior structure.	18. Literacy.W.9-10.2a

Inter-Disciplinary Connections:

Theatre/Language Arts – Role play the characters in a cartoon explaining the characteristics of the layers.

Geography – Locate faults and active volcanoes on the globe.

Technology – View embedded internet videos on the *Smart Board*

Type expository essay in Microsoft Word

Students will engage with the following text:

- Prime Science *The Structure of Earth*
- Prime Science *Slow Changes*
- BBC *The Earth Forms*
- *Reading Essentials for Earth Science (An Interactive Student Textbook)*

Students will write:

- Modified Cornell Notes
- Open ended responses
- Brief summaries on targeted content
- Independent Cornell Notes on exerts of text *Slow Changes*.
- Expository essay regarding Earth's formation and interior structure.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Direct instruction
- Modified Cornell notes
- Unpack vocabulary, visuals, and definitions using a graphic organizer.
- Practice pronunciation of key terms.
- Construct simple and continuous tenses in both the past and present.
- Attach the tense, specific use, and rule for each statement about Earth's formation.
- Identify the nouns and verbs.
- Listening exercise: Video; School Tube: "Earth's Inner Structure" and extract essential information
- Listening exercise: Video segment; The BBC: "Earth The Biography"
- Read exerts from the publication Prime Science *The Structure of Earth*.
- Respond to questions reviewing content and grammar.
- Cloze reading activity: *Earth's Layers*
- Examine the tense structures and language concepts for Earth's formation versus the Earth's layers.
- Diagram the layers of Earth.
- Elaborate the sources of evidence scientists study to learn more about Earth's interior.
- Perform a cartoon skit about the lithosphere.
- Read exerts from the publications Prime Science *Slow Changes*.
- Diagram and describe the different geological events.
- Grammatically correct statements about Earth's formation, structure, and geological events.
- Respond to guiding questions in preparation for expository essay.
- Structure an outline for the expository essay.
- Type a five paragraph essay using the outline.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Daily warm up activities
- Homework assignments
- Quizzes on vocabulary, form and content
- Diagrams
- Graphic organizers

Accommodations/Modifications:

- Visuals and terms prominently displayed for reference and support.
- Use of simplified language supported with visuals.
- Use of different colors, bold faced and italicized text to focus students' attention on key words.
- Reuse examples and visuals covered in previous lessons.
- Provide a study guide for quizzes.
- Provide the format and a rubric for the expository text.

Summative Assessments:

- Unit test
- End of marking period benchmark

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language.
- Limit answer choices.
- Read and review directions out loud.
- Chunk assessments into portions.
- Provide word bank.
- Reuse examples previously presented in lessons and exercises.
- Reuse graphic organizers and diagrams previously learned.
- Allow for extended time.
- Provide a study guide prior to assessments.

Performance Assessments:

- Small group discussion
- Group skit to illustrate the composition and characteristics of the lithosphere.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Intermediate

Course Number: 050300

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL Intermediate – Unit 6 Thomas Jefferson and the Louisiana Purchase</p>	<p>Unit Summary: The objective of this unit is to develop the language of early American History students need to understand one of the most important events, which doubled the size of the United States, the Louisiana Purchase. Students will study Thomas Jefferson’s first term presidency and his political philosophy. They will recognize how Jefferson defied his entrenched commitment to limited executive power, and shrewdly maneuvered to secure the possession of New Orleans. This unit will examine the threat of war between the United States and Napoleonic France; and then unfold the fortuitous events that gripped President Jefferson and led to the negotiations of the historic purchase.</p>
<p>Grade Level(s): 9 - 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What use of the past simple is used to discuss early colonial America? 2. How is the past simple formed? 3. How are irregular verbs different from regular verbs when using the past simple? 4. Which verb takes the tense when composing questions and negative statements about the completed past? 5. What were defining characteristics of Thomas Jefferson’s politics? 6. Why was the Mississippi River and New Orleans critical to the United States? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The past simple is used to indicate completed actions from the past. 2. Add –d or -ed to the main verb, which are deemed regular, for affirmative statements. 3. There is no applicable rule for irregular verbs, they require memorization and practice. 4. The helping verb takes the tense and the main verb stays in the base form. 5. Thomas Jefferson’s political ideology resided in the ideals of personal autonomy and the Republican principle of states’ rights. He had deep reservations about an energetic federal government and was apprehensive of excessive executive power. 6. The Mississippi River and the port city New Orleans were crucial for the navigation of goods and produce to the Caribbean, South America and Europe. When Spain ceded its rights in North America, including control over the Mississippi, to France, Jefferson recognized the threat it posed to westward expansion. 7. Napoleon wanted to expand France’s empire into North America. He secretly signed a treaty with Spain that gave the colony back to France. Napoleon strategized to move a large number of troops to New

<p>7. What were Napoleon’s ambitions for North America and how did France establish a presence in the United States?</p> <p>8. What were the two main causes for Napoleon to cede France’s North American colony?</p> <p>9. How was Napoleon’s defeat in Saint Domingue a pivotal point in United States history?</p> <p>10. Why was the Louisiana Purchase a controversial decision for Jefferson?</p>	<p>Orleans.</p> <p>8. Napoleon’s troops were unable to repress a slave rebellion in the colony of Saint Domingue. Their numbers were decimated by the rebellion and yellow fever. France was on the verge of another war with England.</p> <p>9. Napoleon lost interest in the North American colony after losing 50,000 troops to the Toussaint L’Ouverture’s slave rebellion in Saint Domingue. With the possibility of war with England, France could not economically support a colony in North America.</p> <p>10. Jefferson violated his political principles to guarantee the acquisition of the Louisiana Territory. Congress passed legislation that delegated Jefferson nearly autocratic power over decisions regarding a provisional government in the territory. To ensure the acquisition, Jefferson moved to bypass a Constitutional amendment, which would have raised questions about slavery, Native American land, and Spanish land, as it would have put the purchase at risk.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>WIDA OR NJCCCS or CCSS</u>
1. Construct the past simple.	1. WIDA Standard 1
2. Distinguish between regular verbs and irregular verbs.	2. WIDA Standard 1
3. Recognize the use of <i>did not</i> and <i>was/were not</i> to construct the negative.	3. WIDA Standard 1
4. Distinguish the helping verb from the main verb.	4. WIDA Standard 1
5. Understand the helping verb takes the tense while the main verb remains in the base form.	5. WIDA Standard 1
6. Examine the noun types.	6. WIDA Standard 1
7. Define, spell, and apply key vocabulary terms.	7. Literacy.CCRA.L.6
8. Identify major landforms that are within the Louisiana Territory.	8. WIDA Standard 5
9. Calculate the kilometers/miles of routes within the Louisiana Territory.	9. WIDA Standard 3
10. Identify Thomas Jefferson and describe his political beliefs.	10. WIDA Standard 5
11. Explain France’s connected history to the Louisiana Territory.	11. Literacy.WHST.9-10.2a
12. Explain Jefferson’s concern over France’s control of New Orleans	12. Literacy.CCRA.W.10
13. Assess why Spain’s relinquishment of Louisiana was a great concern to Jefferson.	13. Literacy.RH.9-10.2
14. Identify major landforms that are within the Louisiana Territory.	14. WIDA Standard 5
15. Determine the two major causes for Napoleon’s sale of the Louisiana Territory the United States.	15. Literacy.RST.9-10.2
16. Determine the causes and effects of the Louisiana Purchase.	16. WIDA Standard 5
17. Research the flora and fauna native to target region within the Louisiana territory.	17. WIDA Standard 4
18. Develop a presentation of flora and fauna native to target region.	18. Literacy.CCRA.SL.5
19. Compose a children’s story about the Louisiana Purchase.	19. Literacy.CCRA.W.3

Inter-Disciplinary Connections:

Language Arts – Determining the causes and effects that led to the Louisiana Purchase.

Math – Calculate the number of kilometers/miles via the Lewis & Clark route versus modern transportation
Compare the costs of the Louisiana purchase and the purchase of Jefferson’s library factoring the inflation from 1800 to 1999.

Technology- Use student responders to sequence events and evaluate the effects of these events.

Science – Research different fauna and flora native to ecosystems within the Louisiana territory.

Students will engage with the following text:

- Summary of the Louisiana Purchase
- United States History Shorts
- The Jefferson Monticello web page about the Louisiana Purchase

Students will write:

- Modified Cornell Notes
- Graphic Organizers outlining the cause and effects and sequence of events that led to the Louisiana Purchase
- Open –ended responses
- Explanation of route taken to various destinations inside the Louisiana Territory
- Summary of people and events connected to the history of the Louisiana Purchase
- Short children’s story about the Louisiana Purchase, Thomas Jefferson, and Napoleon Bonaparte

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Modified Cornell Notes
- Map exercise to examine the landforms
- Repeat the pronunciation of key terms
- Matching terms with definitions that are supported with visuals
- Reviewing the past simple
- Graphic Organizer: Thomas Jefferson’s political life and fervent Republican beliefs
- Graphic Organizer: Nouns and verbs connected to the Louisiana Purchase
- Short bodies of text discussing important events that led to the purchase of the Louisiana Territory
- Reading comprehension checks through annotation
- Examining sentence structure and target language
- Cloze exercise practicing tense, vocabulary and content
- Statements reconstructed in the past simple.
- Observe vocabulary in the illustrations and construct sentences in the past simple.
- Write essential questions in the past simple concerning Jefferson’s and Napoleon’s independent concerns
- Plant the seeds sequencing the events of the Louisiana Purchase
- Evaluate the causes and effects of events that culminated to the purchase
- Tense Exercise – highlight verb in statements and rewrite the statement using the past simple; identify the verb type
- Research flora and fauna native to different climate regions within the territory.
- Present the flora and fauna native to different climate regions within the territory.
- Summarize the people and events of the Louisiana Purchase.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Warm up activities
- Homework assignments
- Respond to oral comprehension checks
- Determine if vocabulary is used in the proper context
- Respond to reading comprehension questions
- Quiz on Louisiana Purchase key terms and map
- Quiz on content, pluralizing nouns, regular and irregular verbs, and using the past simple

Accommodations/Modifications:

- Display vocabulary picture cards and key words prominently.
- Use simplified language supported with visuals.
- Use different colors, bold faced and italicized text to focus students' attention on key words.
- Provide a review sheet for formative assessments.

Summative Assessments:

- Unit test
- Create a children's story about the Louisiana Purchase, Thomas Jefferson and Napoleon Bonaparte
- End of marking period benchmark assessment

Accommodations/Modifications:

- Read and review directions out loud.
- Include familiar visuals.
- Use simplified language.
- Supply word bank.
- Reuse examples previously presented in lessons and exercises.
- Provide study guide prior to assessments
- Allow for extended time.

- **Chunk assessments into portions.**

Performance Assessments:

- **Create a presentation of native flora and fauna found in various ecosystems part of the Louisiana territory.**

Accommodations/Modifications:

- **Provide checklist of requirements to ensure completeness.**
- **Provide step by step instructions.**
- **Question guide to practice target language.**