

Grade6-8 ESL Curriculum	
Course Title: Physical Education	
Grade 6-8 Matrix	Quick Link
Philosophy	Quick Link
Grade 6-8 Holocaust Unit: “The Impact of World Conflict on Human Interaction” <ul style="list-style-type: none"> ➤ Lesson 1: Building Background: Timeline of Events 1914-1939 ➤ Lesson 2: Writing to Cousin Julius ➤ Lesson 3: Persuading Senator Holt 	Quick Link
Grade 6-8 Unit: Water is Life <ul style="list-style-type: none"> ➤ Lesson 1: What is Water Pollution? ➤ Lesson 2: Water, Water, Everywhere, and not a Drop to Drink! 	Quick Link

Grade 6-8 ESL Curriculum Matrix		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
Grades 6-8	Units	Instructional Days
	Holocaust Unit: “The Impact of World Conflict on Human Interaction	45 Instructional Days
	Unit: Water is Life	45 Instructional Days

Philosophy
<p>New Jersey’s English Language Proficiency Standards, the WIDA Standards, address the knowledge and skills needed by English Language Learners (ELLs) (also known as limited English proficient/LEP students) in grades pre-k through 8 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of ELLs in grades PreK-8. These standards integrate both language and academic content in four language domains – listening, speaking, reading, and writing. They are divided into four grade-level clusters (pre-k-, 1-2, 3-5, and 6-8) and five English language proficiency levels with both formative and summative frameworks. The district provides access to Rosetta Stone resources for students to continue their practice and</p>

learning at home. These standards, which are aligned to the ACCESS for ELLs proficiency test, (required by Title III), can be accessed at <http://www.wida.us/standards/elp.aspx>.

Unit: Holocaust Unit: “The Impact of World Conflict on Human Interactio		Grade: 6-8
Unit Summary In this unit, students will understand, synthesize, analyze, and evaluate the events related to World War II and the Holocaust. Through a series of scaffolded learning activities, students will strengthen their linguistic complexity, vocabulary usage, and language control necessary to demonstrate mastery about the Holocaust.		
Unit Rationale Developing an awareness of historical events and their impact on natural resources, social interactions, emigration, and technology require that one is able to convey ideas effectively using the English language. Students will have an opportunity to use an authentic series of historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia. In addition, the <i>Managing for Equality and Equity in Education</i> code (N.J.A.C. 6A:7) requires that districts address Holocaust studies. http://www.state.nj.us/education/code/current/title6a/chap7.pdf		
Target Course/Grade Level: Level 1 Entering to Level 5 Bridging www.wida.us/standards/perfdefs.pdf		
NJ Student Learning Standards		
Standards The New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school..		
Primary interdisciplinary connections: Language Arts, Science, Technology		
21st-century themes: Global Awareness and Digital Literacy, Financial, Economics, Business and Entrepreneurial Literacy (For more information on the 21st Century Skills and Themes, go to http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)		
FP Call Standards WIDA Alignment		
WIDA	English Language Proficiency Standards	
ELP 1	ELLs communicate for social and instructional purposes with the school setting.	
ELP 2	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
ELP 3	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics	
ELP 4	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science	

ELP 5	ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading and writing.
2010 Common Core Standard	English language Arts Writing
Reading	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Writing	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Speaking and Listening	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Language	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
2009 NJCCCS Social Studies	<p>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.</p> <p>Standard 6.2: World History/Global Studies: 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.</p>
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.

	<p>RH.6-8.3Identify 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).</p> <p>RH.6-8.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.8Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>		
NJCCCS	Technology		
8.1	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.		
<p>Related Cultural Content Statements</p> <ul style="list-style-type: none"> • The amount of familiarity with events related to the Holocaust, and the events leading up to World War II, varies among cultures. • The impact of major social and political events can be observed across cultures. • Online resources, including authentic historical documents, graphs, historical and research websites, excerpts from sociological studies of historical events, authentic testimony, and realia, can provide a broad range of information on global, national, local, cultural, and personal perspectives relating to the events leading up to World War II. 			
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<ul style="list-style-type: none"> • Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes. • Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing. • Identify, understanding, and use language appropriate for the functions of persuasion, summarizing, retelling, comparing/contrasting, expressing cause/effect, description, and drawing conclusions, when reading, writing, speaking, and listening. 					
<p>Teacher Note:</p>					
<p>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. Each lesson includes details of essential language function, complexity, and control, with specific vocabulary that is critical to the content mastery. The content and related learning activities serve as the vehicle to achieve the language proficiency desired.</p>					
<p>Lesson</p>	<p>Teaching Points</p>				
<p>Lesson 1: Building Background: Timeline of Events 1914-1939 (2-3 Days)</p>	<table border="1"> <thead> <tr> <th data-bbox="464 721 1190 784">Goals/ Objectives</th> <th data-bbox="1190 721 1919 784">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 784 1190 1260"> <p>Students:</p> <ul style="list-style-type: none"> • Sequence historical events leading up to WWII with the support of a timeline. • Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources. • Identify and discuss factors pertaining to cause and effect. • Understand language, when listening or reading, related to sequence of historical events and causes/effects related to WWII, when reading or listening with support of a timeline. </td> <td data-bbox="1190 784 1919 1260"> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Artifacts, conflict, control, discrimination, document, immigrate/emigrate, prejudice, survey, testimony, tradition <p>Key Language Forms/Structure:</p> <ul style="list-style-type: none"> • Sequencing: before, during, after <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Identify conflicts in the history of their country. 2. Use target vocabulary to identify and discuss events related to the timeline. 3. Complete graphic organizer on causes and effects from the timeline. 4. Discuss justice and injustice. 5. Record class notes in learning logs. 6. Identify relationships between events on timeline. </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> • Sequence historical events leading up to WWII with the support of a timeline. • Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources. • Identify and discuss factors pertaining to cause and effect. • Understand language, when listening or reading, related to sequence of historical events and causes/effects related to WWII, when reading or listening with support of a timeline. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Artifacts, conflict, control, discrimination, document, immigrate/emigrate, prejudice, survey, testimony, tradition <p>Key Language Forms/Structure:</p> <ul style="list-style-type: none"> • Sequencing: before, during, after <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Identify conflicts in the history of their country. 2. Use target vocabulary to identify and discuss events related to the timeline. 3. Complete graphic organizer on causes and effects from the timeline. 4. Discuss justice and injustice. 5. Record class notes in learning logs. 6. Identify relationships between events on timeline.
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Lesson 2: Writing to Cousin Julius (4-5 Days)	Goals/ Objectives	Learning Activities/ Instructional Strategies
	<p>Students:</p> <ul style="list-style-type: none"> ● Describe orally, temporal relationships as presented through a series of letters. ● Discuss the differences in speaking/writing for specific audiences (formal/informal). Describe orally, people and their relationship to each other as presented in this series of letters ● Evaluate the use of appropriate registers (formal/informal) when considering an author’s purpose, using primary historical documents. ● Use context to identify relationships between people and pertinent facts about the timeline. ● Record facts and relationships between letters and timeline. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Affidavit, , century, decade, excerpt, mansion, merchant, steep, thrive, “in- law” <p>Key Language Forms/Structures:</p> <ul style="list-style-type: none"> ● Primary/secondary/tertiary <p>Strategies:</p> <ul style="list-style-type: none"> ● Cognates, context clues, dye/die, censor/sensor; Suffix “ee”, “ly”, “y” <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Teacher: Reads aloud and thinks aloud using context in order to discuss the Introduction to the series of letters entitled “My Dear Cousin Julius” 2. Students: “Buddy read” in order to examine the series of letters between Max Schohl and Julius Hess. 3. Students: Identify target vocabulary in letters using highlighter or post-it notes. 4. Teacher: Leads discussion of all pertinent facts and the relationship between what is contained in the letters and their relationship to events on the timeline (refer to previous lesson). 5. Students: Complete learning log/study guide about facts and relationship between letters and timeline. 6. Teacher: (as the letters progress) Questions the students as to the difference between the letters being written between cousins and those written to officials. 7. Students: Complete graphic organizer comparing formal and informal letters. 8. Students: Discuss formal/informal letters with a partner using graphic organizers.

<p>Lesson 3: Persuading Senator Holt (3-4 Days)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● Analyze primary historical documents related to World War II, in order to understand controversial issues related to World War II, with support of graphic organizers. ● After hearing positions, students may change point of view. ● Summarize the key persuasive points of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms. ● Construct a persuasive argument for a specified audience with the support of a graphic organizer. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Formula, , value, visa, persuade, pro/con <p>Key Language Forms/Structures:</p> <ul style="list-style-type: none"> ● Transition words: on the other hand, but, however, <p>Strategies:</p> <ul style="list-style-type: none"> ● Cognates, morphology: Prefix “non” non quota; “un” “pre/post” <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Teacher: Discusses the ways in which Julius Hess tries to persuade various officials to use his influence to help Max Schohl. 2. Students: Construct a graphic organizer based on discussion. 3. Teacher: Introduces and models T- chart activity. Lists pros/cons from the letters. 4. Students: Use 4-Corners strategy to select a position, and identify supporting arguments. 5. Students: Write down the pros/cons based on 4 Corners activity on a T-chart. 6. Teacher: Models writing a persuasive letter using the t-chart and transition language structures. 7. Students: Draft a persuasive letter according to the point of view chosen.
<p>Skills (Students will be able to...)</p>		
<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Life and Career Skill 		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Use of target vocabulary, language form and function when sequencing and discussing the causes and effects during discussion of the timeline; • Retelling and relating the information presented from the “36 Questions...” to the information on the timeline; • Informal evaluation of student discussion • Constructed, completed, and/or labeled timeline; • Completed graphic organizer on cause/effect; • Student learning logs • Orally expressing, identifying, or demonstrating appropriate register for audience and author’s purpose, during reading and discussion; • Identification of pertinent facts from letters, and relating them to events on the WWII timeline, through discussion, peer- to-peer discussion, graphic organizer, or in written/pictorial learning log; • Identification of target vocabulary, language form and function in primary historical document • Graphic organizer comparing and contrasting formal/informal letters; • Observations of students’ identification of informal/formal language form and function in document; • Warm up responses, • Completed graphic organizer reflecting persuasive position and supporting arguments from primary historical document; • Students’ oral responses during class discussion; • Completed pro/con list for students’ persuasive argument; <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Students will create a fictional identity as one who lived in Europe during the time of the Holocaust. They will develop a portfolio which will contain the following artifacts: their own timelines of events, diary entries, details of 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 a persuasive letter. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • ACCESS for ELLs 2.0 • Teachers College Running Records 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>ELP 1 and 2: Students orally identify and match relevant dates with events on a timeline using key content vocabulary and language forms.</p> <p>ELP 3: Students orally identify cause and effect of events on a timeline using key content vocabulary and language forms.</p> <p>ELP 4 and 5: Students orally identify and discuss cause and effect of events on a timeline using key content vocabulary and language forms</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p>

<ul style="list-style-type: none"> • Pre/Post-On-Demand Assessment • Learning Progressions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • TC Running Records (Spanish) • WIDA Access 	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • WIDA Access • NJCCCS • NJCCCS 13 • NJCCCS Technology • Grant Wiggins • New Jersey Department of Education Bilingual/ESL Page • New Jersey English Language Arts Standards • Portal Bilingüe Para Padres/Familias • Colorín Colorado: A Bilingual site for educators & families of English Language Learners • Colorín Colorado: Ayudando a los niños leer...y a triunfar (En español) • The Holocaust, hosted by the Jewish Virtual Library • Curriculum Resources, hosted by NJDOE Commission on Holocaust Education • The Nuremberg Laws • Timeline spanning from World War I through World War II, hosted by PBS 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • The Simon Wiesenthal Center’s 36 Questions about the Holocaust • Timeline: WWI (Pre-1914) -PBS • Timeline: WWII-“The Perilous Fight” -PBS • Timeline: “The War”- Timeline of WWII -PBS • “My Dear Cousin Julius” NYT Article <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Chart paper or poster board • Graphic Organizers • Timelines with pictures • Any supplemental resources that align with the unit <p>Intervention Resources:</p>

<ul style="list-style-type: none"> • NJDOE Commission on Holocaust Education, Pamphlet for Teachers on Responding to Students' Questions about the Holocaust • Resource site hosted by, Holocaust Education & Archive Research Team 	<ul style="list-style-type: none"> • English Language Learners Day by Day K-6 by Christine M. Celic • LLI Intervention Support
<p>Supplemental Professional Resources:</p>	
<ul style="list-style-type: none"> • Spanish Language Checklist • ELL6-8 Writing Resources 	
<p style="text-align: center;">Interdisciplinary Connections</p>	<p style="text-align: center;">Integration of Technology through NJLS</p>
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
<p style="text-align: center;">Integration of 21st Century Themes and Skills</p>	<p style="text-align: center;">Media Literacy Integration</p>
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Computer • Publication Software • Projection Software
<p style="text-align: center;">Career Education</p>	<p style="text-align: center;">Global Perspective</p>
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month

<ul style="list-style-type: none"> Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> Black History Month National Women’s History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans’ Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)
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Unit: Water is Life		Grade: 6-8
<p>Unit Summary This unit is designed to emphasize the importance of water locally and globally to sustaining life. Through a series of scaffolded learning activities, students will strengthen their listening, speaking, reading and writing skills. As they do, students will be able to discuss how water becomes polluted and communicate the steps that can be taken to protect this natural resource. Students will learn how technology, innovation and international cooperation can be used to counter these problems</p> <p>Unit Rationale Water is necessary to sustain life on the planet; however, as natural resources diminish, more and more people are without ready access to potable water. By exploring solutions students will have the opportunities to listen, speak, read and write about this challenge. Students will learn how innovation and international cooperation can confront these problems.</p> <p>Target Course/Grade Level: Level 1 Entering and Level 2 Beginning http://www.wida.us/standards/perfdefs.pdf</p>		
NJ Student Learning Standards		
<p>Standards The New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school..</p> <p>Primary interdisciplinary connections: Language Arts, Science, Technology</p> <p>21st-century themes: Global Awareness and Digital Literacy, Financial, Economics, Business and Entrepreneurial Literacy (For more information on the 21st Century Skills and Themes, go to http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=6&Itemid=3 and download the P21 Framework Definitions Document.)</p> <p><u>FP Call Standards WIDA Alignment</u></p>		
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2010 Common Core Standard	English language Arts Writing
Integration of Knowledge and idea 6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
2009 NJCCCS 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. Standard 6.2: World History/Global Studies: 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.
Literacy in History/Social Studies	RH.6-8.2Determine 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.6-8.3Identify 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.6-8.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.8Distinguish 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.
NJCCCS	Science
Life Science Standard 5.3	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
Standard C	Interdependence: All animals and most plants depend on both other organisms and their environment to meet their basic needs.

<p>Related Cultural Content Statements</p> <ul style="list-style-type: none"> • The importance of water in the regions where students once lived will be examined. • Access to water varies across cultures and profoundly influences the quality of life. • Lack of access to water is a symptom of extreme poverty and global inequality. • Access to water affects other areas of life such as hunger, education, gender discrimination. • Online newspapers, magazines, blogs, wikis, podcasts, online videos, and government sites • Provide current information on perspectives of the target cultures on local, national and global problems/issues. 	
<p>Enduring Understandings/Goals</p>	<p>Essential Questions</p>
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Listening, speaking, reading and writing about “water is life” require specific academic language. • Lack of access to potable water is related to extreme poverty and global inequality. • Science and technology can be used to confront problems related to extreme poverty and diminishing natural resources. <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • summarize and draw conclusions about how a machine or tool is used or created to address the lack of access to water and how it affects other areas of life. 	<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of “water is life?”
<p>Teacher Note:</p> <p>These lessons build upon previously learned vocabulary and grammatical structures. These lessons would occur after students have learned about the water cycle and have developed an understanding of the foundational vocabulary. These lessons build upon previously learned vocabulary and grammatical structures These lessons would occur after students have learned about the general uses of water in their own lives and have developed an understanding of the foundational vocabulary. Students should also have an understanding of the UN Millennium Goals as an organizing tool for approaching global education issues.</p>	
<p>Lesson</p>	<p>Teaching Points</p>

Lesson 1: What is Water Pollution?
(2-3 Days)

Goals/ Objectives

Students:

- Answer teacher questions about types of pollution in oral and written form.
- Match key vocabulary words related to the topics of water pollution.
Sort and classify types of pollution with words and captions.
Make cause and effect connections related to the types of pollution that can happen in the rivers, oceans, or streams using a graphic organizer.
- Describe and discuss some ways to reduce water pollution with your classmates.
- Read and discuss adapted text about pollution.

Learning Activities/ Instructional Strategies

Key vocabulary:

- pollute/pollution/pollutants, evidence, chemicals, pesticides, preserve, purify, liquid, harm

Key language structures:

- Pollution is a problem because _____. Some forms of pollution are _____.

Lesson Sequence:

1. Teacher: Introduce pictures of lakes, rivers, streams, and various types of pollutants.
2. Students: Orally identify the key vocabulary and how to affixes and root words to generate word families.
3. Teacher: Write the word(s) on the board (use a sentence strip to illustrate the definition and/or picture.)
4. Students: Complete graphic organizer Lesson%201/Graphic_organizer_1.doc to label the illustrations and to sort and classify pollutants.
5. Teacher: Ask students to read the following; Pollution in our oceans, lakes, rivers and streams is a very serious problem. *Pollution is when we add things to the ground, the air, or the water that will make it dirty or will bring harm to the life in and around it.* People often dump (throw in) liquids into oceans, lakes, rivers and streams. Some of these liquids will mix with water; others will not. Think about what would happen if the lake you swim in gets **polluted**?
6. Teacher: Ask students to talk to a partner about why this is a problem? Write a sentence together about the problem
7. Students: Complete a flow-chart to transfer information from the reading passage about cause and effect related to the topic of water pollution.
8. Students: Create a poster with a partner about water pollution, such as “Some causes of water pollution.”

<p>Lesson 2: Water, water, everywhere and not a drop of drink! (4-5 Days)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● Identify and /or hypothesize problems caused by water pollution and scarcity. Describe inventions used to counter water pollution and scarcity. Explain how they work. ● Read about and discuss inventions used to address water pollution and scarcity. ● List, name and discuss places and activities in everyday life where water is used. ● Compare and contrast orally and in writing their lives with those of children in the developing world. ● Compare, contrast and critique, orally and in writing, three inventions used to counter water pollution and scarcity. ● Persuade peers through oral and written presentations. 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> ● Hygiene, sanitation, potable, vapor, drought, flood, filtration, cholera, malnutrition, suction <p>Key language structures:</p> <ul style="list-style-type: none"> ● Compare/contrast: <i>In this country we _____ while in _____ they have to _____.</i> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Teacher: Introduces Powerpoint presentation about water pollution and scarcity in the developing world. 2. Students: Work in groups to discuss and recall information presented in the PowerPoint. They will complete a graphic Organizer that will require them to provide Examples of water scarcity around the world. 3. Students: View UNICEF/NGO podcasts. Using a graphic organizer and a word bank, they will compare and contrast daily activities involving water in NJ and in the developing world. 4. Students: Work in groups where they will read and discuss authentic or adapted texts describing inventions used to counter water pollution and scarcity. 5. Students: Research one invention each by viewing suggested websites, and prepare to orally present it to their peers. 6. Students: Complete an activity sheet to guide research. 7. Students: Summarize how their invention works and critique its strengths and weaknesses in L1 and/or with sentence frames. 8. Students: Orally present their invention to the whole class.
<p>Skills (Students will be able to...)</p>		
<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Life and Career Skill 		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Warm-up responses • Graphic organizers • Create a flow chart • Types of pollutions worksheet • Illustrations • Homework • Warm-up responses • Graphic organizers • Authentic Reading /Viewing Texts • Response to UNICEF / NGO Podcasts • Homework <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Students will create a presentation of target inventions used to counter water scarcity problems. Project will involve an oral presentation, as well as visual /print support created by students which may include pamphlets, posters, or PowerPoint presentation according to ability and proficiency level. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • ACCESS for ELLs 2.0 • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • TC Running Records (Spanish) 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>ELP Level 1: Students can use L1 to discuss the causes of pollution. Students will label the illustrations in a graphic organizer.</p> <p>ELP Level 2: Students may code-switch when discussing causes. Students will write a sentence to describe the picture in the graphic organizer activity.</p> <p>English Language Learners:</p>

<ul style="list-style-type: none"> • WIDA Access 	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p align="center">Core Instructional and Supplemental Materials Professional Resources:</p>	<p align="center">Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • WIDA Access • NJCCCS • NJCCCS 13 • NJCCCS Technology • New Jersey Department of Education Bilingual/ESL Page • New Jersey English Language Arts Standards • Portal Bilingüe Para Padres/Familias • Colorín Colorado: A Bilingual site for educators & families of English Language Learners • Colorín Colorado: Ayudando a los niños leer...y a triunfar (En español) 	<p>Core Instructional Resources:</p> <ol style="list-style-type: none"> 1. PowerPoint presentation: Water Aid 2. UNICEF Video Podcast related to Water (YouTube) 3. WaterAid Videos (You Tube) 4. Water & Extreme Poverty: graphic organizer 5. Focus Questions for Internet Research 6. Activity sheets for Interpretive Viewing Activities 7. Comprehensible Texts on three inventions: Clay Water Filters, 8. LifeStraw, and the Hippo Water Roller 9. How to make a Clay Filter: http://info.anu.edu.au/ovc/assets/claypotfilterfinalweb.pdf

<ul style="list-style-type: none"> • UN Millennium Goals <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Spanish Language Checklist • ELL6-8 Writing Resources 	<ol style="list-style-type: none"> 10. LifeStraw: http://www.vestergaard-frandsen.com/lifestraw 11. HippoRoller: http://www.hipporoller.org 12. Design Revolution by Emily Pilloton <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Chart paper or poster board • Graphic Organizers • Timelines with pictures • Any supplemental resources that align with the unit <p>Intervention Resources:</p> <ul style="list-style-type: none"> • English Language Learners Day by Day K-6 by Christine M. Celic • LLI Intervention Support
<p style="text-align: center;">Interdisciplinary Connections</p>	<p style="text-align: center;">Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
<p style="text-align: center;">Integration of 21st Century Themes and Skills</p>	<p style="text-align: center;">Media Literacy Integration</p>
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy 	<ul style="list-style-type: none"> • Computer • Publication Software • Projection Software

<ul style="list-style-type: none"> ● ICT Literacy ● Life and Career Skills 	
<p>Career Education</p>	<p>Global Perspective</p>
<ul style="list-style-type: none"> ● New Jersey Educational Field Trip ● Field trip to a South Jersey Beach to test water ● Local Speakers 	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women’s History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans’ Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)