



# **ESL Curriculum Grades 6-8**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Approved: September 20, 2018**

## ***Goals of the ESL Curriculum***

The English as a Second Language (ESL) program is a developmental Language Arts program for students of limited English proficiency (LEP). Its primary purpose is the progressive development of social, linguistic and academic language skills that will enable learners to function successfully in school and community. Concomitantly, the ESL program facilitates students' adjustment to a new environment by introducing them to American culture.

In grades 6-8, the ESL program constitutes the Language Arts component of the schedule of limited-English-proficient students. The immediate goal is to develop sufficient English for the students to function in the school community. Integrated activities develop listening, speaking, reading and writing skills for interpersonal communication. These four interrelated language skills are further developed at all levels of instruction to increase the academic language and study skills necessary for mainstream content-area classes. Skills presented will aid students in meeting the New Jersey Learning Standards.

The ESL program recognizes individual differences in language proficiency, education and cultural backgrounds as it endeavors to provide learners with opportunities to develop and realize their capabilities and interests. The program addresses the students' needs to integrate into all aspects of school life... academic as well as cocurricular.

The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society. This can be done most effectively by meeting the following objectives:

- To help ESL students attain proficiency in English for communication in school and the community.
- To help students attain proficiency in English in order to make satisfactory progress in the regular school program.
- To prepare students to successfully meet criteria on standardized tests such as the PARCC, ACCESS, and the 8<sup>th</sup> Grade NJSL-Science
- To provide instruction that satisfies cultural as well as linguistic needs.
- To promote an appreciation of different cultures and their contributions to our society.



# **6-8**

# **Curriculum**

# **Framework**

**Middle Township Elementary #2 School's ESL Curriculum**

Grade Level and Content:	6-8 ESL
Interdisciplinary Connections	<ul style="list-style-type: none"> <li>• Academic and Technical Rigor – Assignments are designed to address key learning standards identified by WIDA and the NJSLs.</li> <li>• Authenticity - Assignments use a real world context (e.g., community and workplace problems) and address issues that matter to the students.</li> <li>• Applied Learning - Assignments engage students in solving problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.).</li> <li>• Assessment Practices - Assignments involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real- world standards of performance; WIDA ACCESS 2.0, PARCC, STAR.</li> </ul>
Core Instructional Materials	Listed within individual curriculums and weekly lesson plans
Assessments	ACCESS for ELLs, WIDA Model Grades 3-5, oral exercises, Literacy activities, games, oral and/or written quizzes, drawing and identifying, mini conversations, flashcards, student participation, homework assignments, and Math STAR/ Literacy STAR, PARCC; others listed within individual curriculums and weekly lesson plans
Modifications for Special Education Students	Note IEP, audio recordings, digital media, extended time, visual presentation, spanish versions of curriculum content
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, bilingual readingl, read directions aloud, alternative assignments, after school tutoring

### **21<sup>st</sup> Century Skills**

Creativity & Innovation

Critical Thinking

Communication

Collaboration

Life & Career Skills

Information Literacy

Media Literacy

Chronological Thinking

Spatial Thinking

Presentational Skills

Problem Solving

Decision Making

### **Technology Operations & Concepts/ Interdisciplinary Connections**

- Web-based activities for reading comprehension
- English Language Arts-Reality Central-Pearson
- Science-web-based lab activities
- Technology-Smart TV, Chromebooks, online translators
- Social Studies-Textbook series/bilingual worksheets
- Character Education-cultural appreciation
- Math-Big Ideas

### **Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competencies

## Sixth Grade – Eighth Grade ESL Scope and Sequence

Unit	Months	Estimated Pacing
Unit 1: Getting Along – Grade 6 Unit 1 Moving Up – Grade 7 Unit 1: Times are Changing – Grade 8	September- November	45 days
Unit 2: Reading Reality – Grade 6 Unit 2: Writing with Purpose-Grade 7 Unit 2: Novels and Essays-Grade 8	December - January	30 days
Unit 3: Numbers Everywhere – Grade 6 Unit 3: Solve It!-Grade 7 Unit 3: Worldly Arithmetic-Grade 8	February - March	30 days
Unit 4: Lab Coats and Beakers – Grade 6 Unit 4: Hands-On Science - Grade 7 Unit 4: Controlled Chaos-Grade 8	April - May	30 days
Unit 5: The Ancients – Grade 6 Unit 5: Emperors & Civilizations-Grade 7 Unit 5: Revolutionary Times -Grade 8	May - June	30 days

**Unit 1**  
**Getting Along – Grade 6**  
**Moving Up – Grade 7**  
**Time are Changing – Grade 8**



Content Area:	English as a Second Language	Grade(s) 6-8
Unit Plan Title:	Getting Along-Grade 6; Moving Up-Grade 7; Times are Changing-Grade 8	
Unit Topics:	The Language of Social and Instructional Language	
Standard(s) Number and Description (Established Goals)		
<p><b>Standards:</b> <b>New Jersey Student Learning Standards English Language Arts:</b> <b>RL.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <b>RL.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly <b>L.7.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <b>RL.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>RI.8.4.</b> 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. <b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <b>A.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>B.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). <b>C.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. <b>D.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>WIDA: English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</b></p>		
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>● English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences.</li><li>● English language learners engage in written communication in a variety of forms for a variety of purposes and audiences.</li></ul>		



- English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency.
- English language learners process, understand, interpret, and evaluate spoken language in a variety of situations.

***Students will***

- Memorize personal information such as street address and telephone number
- Follow directions given in English
- Express feelings and emotions using conversational English
- Locate multiple resources to use to acquire knowledge of interests, preferences, and opinions
- Communicate in English for social and instructional purposes within the school setting
- use isolated words, common phrases, and basic pronunciation features
- maintain a simple conversation and/or execute day-to-day functions
- provide elaborate answers to questions
- write basic words and sentences
- engage in producing coherent sentences

**Essential Questions**

- What makes us the same? What makes us different?
- Is it Important to Fit In?
- What Matters Most?
- How does the student use language in the classroom and with peers?
- What ways can we express ourselves when we don't know another's language?
- What are some strategies for building effective oral communication skills?
- How do our relationships with others change us?
- What makes us the same? What makes us different?

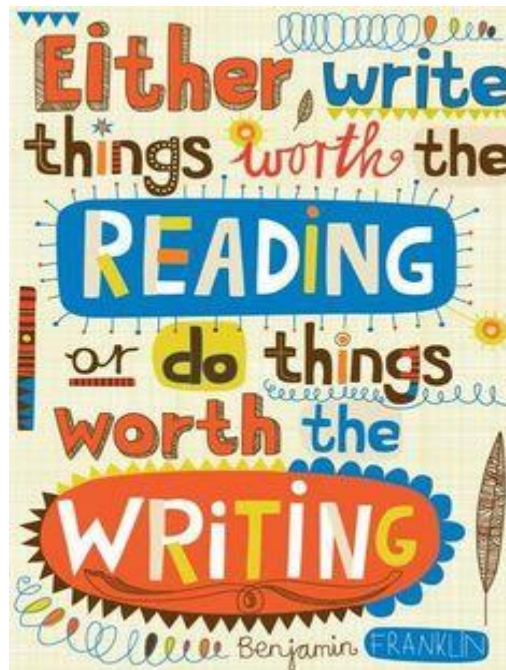
**Student Learning Activities/Assessments:**

- Discuss school/classroom rules
- Write about school/classroom rules
- Discuss the basic things people need to succeed in school
- Classwork/Homework
- Teacher observation / classroom discussion / student participation
- Communicating with teachers/peers

**Technology Resources**

- Chromebooks
- Smart TVs
- Smartboards
- English Listening Lesson Library Online
- FunEnglishGames.com
- Tefltunes

**Unit 2**  
**Reading Reality-Grade 6**  
**Writing with Purpose – Grade 7**  
**Novels and Essays – Grade 8**



Content Area:	English as a Second Language	Grade(s) 6-8
Unit Plan Title:	Reading Reality-Grade 6; Writing with Purpose-Grade 7; Novels and Essays-Grade 8	
Unit Goal:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	
Standard(s) Number and Description (Established Goals)		
<p>Standards: New Jersey Student Learning Standards ELA-Literacy:</p> <p>RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. W.6.1. Write arguments to support claims with clear reasons and relevant evidence. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. W.8.1. Write arguments to support claims with clear reasons and relevant evidence. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>		
WIDA Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.		
Enduring Understandings:		
<ul style="list-style-type: none"><li>English language learners engage in oral communication in a variety of situations in the content area of language arts</li><li>English language learners engage in written communication in a variety of forms in the content area of language arts</li><li>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and</li></ul>		

- fluency in the content area of language arts
- English language learners process, understand, interpret, and evaluate spoken language in a variety of situations in the content area of language arts

***Students will***

- Read and comprehend different types of genres including ballads, editorials, mythology, and technical texts
- Explain author's purpose in different scenerios
- Use test-taking and comprehension strategies
- Write dialogue correctly with punctuation
- Articulate academic language within the content of Language Arts/Literacy
- construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- make accurate use of standard English to communicate in grade appropriate speech and writing
- compare examples of the formal and informal use of English
- compose written texts

**Essential Questions**

- How does the student use language during language arts instruction?
- What makes a story effective for its purpose?
- How does what you read influence how you should read it?
- What moves us to communicate through digital and non-digital media?
- What are the reasons that cultures and individuals create narratives of their experiences?
- How can we use story writing and storytelling to help solve everyday problems?
- What are some strategies for building effective oral communication skills?
- What are the reasons that cultures and individuals create narratives of their experiences?

**Student Learning Activities/Assessments:**

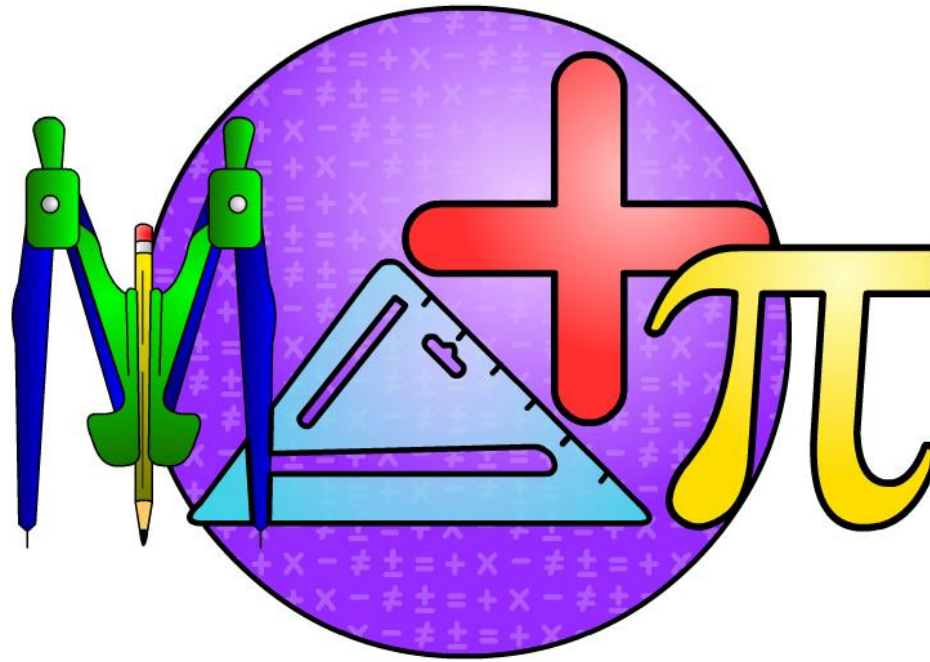
- Answering higher-order thinking questions based on text
- Writing stories & informational text
- Giving oral presentations on specific topics
- hands-on activities
- pair shares and table talks.
- charts and graphic organizers.
- Teacher observation / classroom discussion / student participation

- **Modified quizzes/tests**
- **Classwork/homework**
- **Posters, brochures, & journal**
- **Benchmark assessments in writing**
- **STAR reading assessment**

**Technology and suggested resources**

- **Pearson Common Core anthology**
- **Grade specific novels**
- **Poetry**
- **Read Alouds**
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.brainpop.com](http://www.brainpop.com)
- **Readworks.org**
- **Videos: [www.youtube.com](http://www.youtube.com)**
- **Chromebooks**
- **Google Classroom**
- [www.CommonLit.com](http://www.CommonLit.com)
- [www.Readworks.com](http://www.Readworks.com)

**Unit 3**  
**Numbers Everywhere – Grade 6**  
**Solve It! – Grade 7**  
**Worldly Arithmetic – Grade 8**



Content Area:	English as a Second Language	Grade(s) 6-8
Unit Plan Title:	Numbers Everywhere-Grade 6; Solve It!-Grade 7; Worldly Arithmetic-Grade 8	
Unit Goal:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.	
	Standard(s) Number and Description (Established Goals)	
	<p>New Jersey Student Learning Standards Math:</p> <p>6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems</p> <p>2. Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p> <p>6.NS. C. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>6.EE.B. Reason about and solve one-variable equations and inequalities.</p> <p>5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true</p> <p>6.SP.A. Develop understanding of statistical variability.</p> <p>1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</p> <p>2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>7.RP. A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>2. Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p>7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>8.NS.A. Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p>1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>WIDA Standard 3 – Language of Mathematics</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>	
	<p>Enduring Understandings: Enduring Understandings:</p> <ul style="list-style-type: none"><li>● English language learners engage in oral communication in a variety of situations in the content area of mathematics.</li><li>● English language learners engage in written communication in a variety of forms in the content area of mathematics.</li><li>● The ability to solve problems is the heart of mathematics.</li><li>● English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of mathematics.</li><li>● English language learners process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of mathematics.</li><li>● Number sense develops through experience.</li><li>● Patterns and relationships can be represented numerically, graphically, symbolically, and verbally.</li></ul>	

***Students will***

- **Make content-related lists of words, phrases, or expressions**
- **Classify or organize information presented in visuals or graphs**
- **Engage in written communication using algebraic equations**
- **Interpret data and statistics**
- **Use the metric and standard units of measurement**
- **Understand geometric relations**

**Essential Question**

- How does the student use English language during mathematics instruction?
- How can we compare the sizes of objects when we can't place them next to each other?
- What ways do we use math in everyday life?
- How do we identify patterns and use them to predict what will happen next?
- How does the student interpret pictures, graphs, tables, and data?
- How do I determine the best strategy to use for tackling a specific mathematical problem?
- How can I best represent a pattern using mathematical principles?

**Student Learning Activities/Assessments:**

- **Grade level Big Idea series**
- **Practice pages in workbook**
- **Math related games**
- **Classwork/homework**
- **Cooperative learning activities**
- **Using manipulatives**
- **Unit quizzes/tests**
- **Teacher observation / classroom discussion / student participation**
- **STAR assessment**
- **PARCC**
- **ACCESS for ELLs**
- **Algebra Placement Test**
- **End of year Big Idea assessment**



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## Unit 4

**Lab Coats and Beakers-Grade 6**

**Hands-On Science-Grade 7**

**Controlled Chaos - Grade 8**



Content Area:	English as a Second Language	Grade(s) 6-8
Unit Plan Title:	Lab Coats and Beakers-Grades 6; Hands-On Sciencec-Grade 7; Controlled Chaos-Grade 8	
Unit Goal:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.	
Standard(s) Number and Description (Established Goals)		
<p>Next Generation Science Standards:</p> <p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures</p> <p>MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred</p> <p>MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p> <p>MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p> <p>MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p> <p>MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p>MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.</p> <p>WIDA Standard 4 – Language of Science</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.</p>		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"><li>English language learners engage in oral communication in a variety of situations in the content area of science.</li><li>English language learners engage in written communication in a variety of forms in the content area of science.</li><li>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of science.</li><li>English language learners process, understand, interpret, and evaluate spoken language in a variety of situations in the content area of science.</li></ul>		
<p>Students will</p> <ul style="list-style-type: none"><li>Participate in experiments and labs</li><li>Make observations both orally and written</li><li>Develop models</li><li>Make claims based on evidence</li><li>Use evidence to construct an explanation</li><li>Acquire academic vocabulary as it pertains to science topics</li></ul>		
<p>Essential Question</p> <ul style="list-style-type: none"><li>How does the student use English language during science instruction?</li><li>When can we be sure that estimation is more appropriate than finding an exact answer?</li><li>When and how do scientific theories change?</li><li>How can I make larger representations of small objects?</li><li>How do we create, test, and validate a scientific model?</li></ul>		

- Why is it important that we recognize universal patterns existing within our world?

**Suggested Student Learning Activities/Assessments:**

- Class discussions
- Interactive Notebook entries
- Labs
- Experiments
- Hands-on activities
- Classwork/homework
- Unit quizzes/tests
- Grade 8 NJSLS- Science
- ACCESS for ELLs
- Informational text outlining

**Suggested Resources**

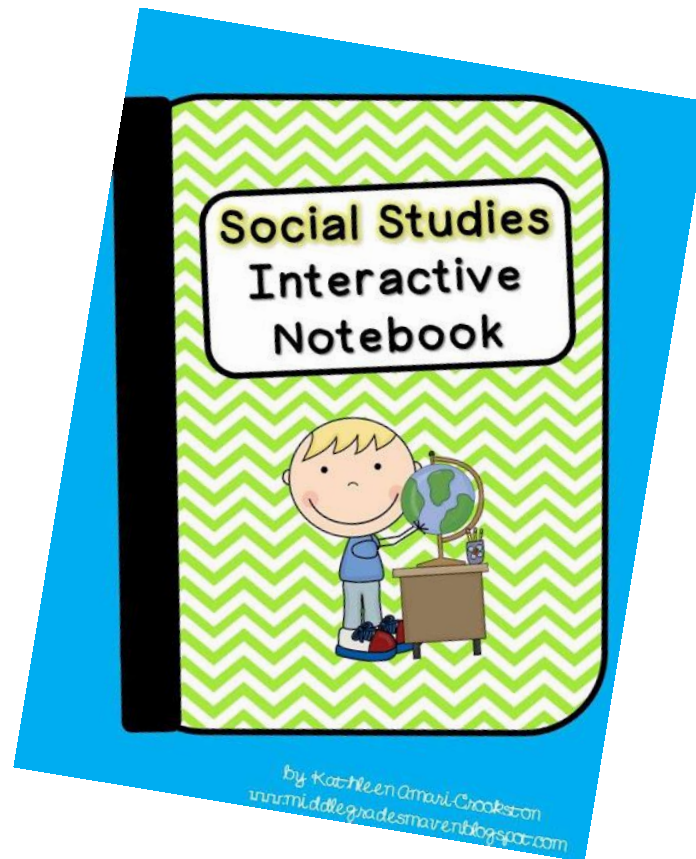
- Grade level textbook
- Videos
- Science materials for experiments/labs
- Brainpop
- Nationalgeographic.com
- Interactive notebooks

# Unit 5

The Ancients – Grade 6

Emperors & Civilizations - Grade 7

Revolutionary Times - Grade 8



<b>Content Area:</b>	English as a Second Language	Grade(s) 6-8
<b>Unit Plan Title:</b>	The Ancients-Grade 6; Emperors & Civilizations-Grade 7; Revolutionary Times -Grade 8	
<b>Unit Goal:</b>	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.	
	<b>Standard(s) Number and Description (Established Goals)</b>	
	<p><b>New Jersey Student Learning Standards for Social Studies</b>            RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.            RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).            RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).            RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.            RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.            RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.            6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.            6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.            6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.            6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p><b>WIDA Standard 5 – Language of Social Studies</b>            English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p>	
	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Recognizing a diversity of viewpoints benefits all.</li> <li>● Information can be acquired from various sources.</li> <li>● English language learners engage in oral communication in a variety of situations in the content area of social studies.</li> <li>● English language learners engage in written communication in a variety of forms in the content area of social studies.</li> <li>● English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of social studies.</li> <li>● English language learners process, understand, interpret, and evaluate spoken language in a variety of situations in the content area of social studies.</li> </ul>	
	<p><b>Students will :</b></p> <ul style="list-style-type: none"> <li>● Describe how a text presents information</li> <li>● Analyze the relationship between primary and secondary sources</li> <li>● Research colonial leaders</li> <li>● Describe governments, languages, customs, and laws from other cultures</li> <li>● Compare/Contrast forms of government in ancient times</li> <li>● Explain the roles of religious freedom and participatory government</li> </ul>	

- Evaluate the importance of people from diverse cultures collaborating for world solutions
- Explain the different experiences of voluntary and involuntary migratory peoples

**Essential Question:**

- How does the student use the English language during Social Studies instruction?
- What happens when cultures collide?
- Are modern civilizations more "civilized" than ancient ones?
- Can an individual make a difference in history?
- How do different cultures shape who we are?
- How does our understanding about the culture of a people help us communicate with them most effectively?
- How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?
- Why do we study and examine our past, present, and future?

**Suggested Student Learning Activities/Assessments:**

- Class discussion
- Debates
- Oral exercises
- Informational text & questions/answers
- Cooperative groups to create a product depicting a topic/theme studied
- Research a figure that has had an impact on our history. Student choice to present information (i.e poster, role play, project)
- Grade level social studies text
- Classwork/homework
- Unit quizzes/tests
- ACCESS for ELLs

**Suggested Resources**

- Common Lit
- Brainpop
- NewsELA
- Grade level textbook
- Hand outs
- Videos
- websites