

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

William Allen Middle School

Multilingual Learners- (ML)

Grades 6-8

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[Course Description and Fundamental Concepts](#)

The Multilingual Learners curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ML curriculum in grades K-12.

Emphasis is placed on the development of English language proficiency in the **four language domains**: *listening, speaking, reading and writing* and across the **five levels of language proficiency**: *Entering, Developing, Emerging, Expanding and Bridging*. English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Standard #	Standard Description
<i>WIDA 1</i>	Language for Social and Instructional Purposes English language learners communicate for Social and Instructional Purposes within the school setting.
<i>WIDA 2</i>	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
<i>WIDA 3</i>	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
<i>WIDA 4</i>	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
<i>WIDA 5</i>	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
NJSLSA.R1 NJSLSA.R2 NJSLSA.R3	<p>New Jersey Student Learning Standards for English Language Arts Grades 6-8</p> <p>The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.</p>

English Companion Standards

List grade-level appropriate companion standards for **History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12**. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard Description
1-10	<p><i>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p> <p><i>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p><i>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure</i></p> <p><i>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p> <p><i>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i></p> <p><i>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas</i></p> <p><i>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p> <p><i>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p> <p><i>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p> <p><i>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i></p>

	<p><i>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</i></p> <p><i>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.</i></p> <p><i>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)</i></p> <p><i>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.</i></p> <p><i>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</i></p> <p><i>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). Integration of Knowledge and Ideas</i></p> <p><i>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p><i>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</i></p> <p><i>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</i></p>
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Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1,3	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
4,6,7	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>
5,8,9	Early planning can provide more options to pay for postsecondary training and employment.	<p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>

1,4,9,10	There are a variety of resources available to help navigate the career planning process.	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
none	Employee benefits can influence your employment choices.	<p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p>
1-10	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
8	There are resources to help an individual create a business plan to start or expand a business.	<p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</p>

Life Literacies and Key Skills ([Standard 9.4](#))*List appropriate units below for which standards will be addressed*

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1,2	Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<p>9.4.8.CI.1: <i>Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i></p> <p>9.4.8.CI.2: <i>Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p>9.4.8.CI.3: <i>Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p>9.4.8.CI.4: <i>Explore the role of creativity and innovation in career pathways and industries</i></p>
3,5	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: <i>Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p>9.4.8.CT.2: <i>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>
4,9	Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<p>9.4.8.CT.3: <i>Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
1,3,10	Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	<p>9.4.8.DC.1: <i>Analyze the resource citations in online materials for proper use.</i></p> <p>9.4.8.DC.2: <i>Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>

5,7	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
2-10	Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i>
1-10	Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	<i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i>
1-10	Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.	<i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i>
1-10	Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
1-10	Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	<i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i> <i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i>

1-10	<p>Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
1-10	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
5,6	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
4	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>
7-10	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>

1-10	<p>Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><i>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</i></p> <p><i>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</i></p> <p><i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i></p> <p><i>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</i></p>
1-10	<p>Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><i>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</i></p> <p><i>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</i></p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart*

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
2,3	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1,2,3,4	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
5,6	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1-10	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1 :Getting to Know My School	September (~19 days)
Unit 2: Learning Vocabulary and Language Concepts	October (~15 days)
Unit 3: World Celebrations	November (~16 days)
Unit 4: The Immigrant Experience	December (~15 days)
Unit 5: Influential Speakers of the World	January (~18 days)
Unit 6 : Significant Events in the US	February (~18 days)
Unit 7: Seasons and Weather	March (~15-20 days)
Unit 8: Cultural Comparisons	April (~15-20 days)
Unit 9: Grammar and Vocabulary	May (~18 days)
Unit 10: Writing an Essay	June (~15 days)

Units Scope and Sequence

Unit 1	Getting to Know My School	ML Grades 6-8
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Learning Goals: What do I want my students to learn?

Standards

NJSLS -

Anchor Standards for Reading

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Literature

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.

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLS - Career Awareness, Exploration, Preparation, and Training

N.J.A.C. 6A:8-1.1(a)3

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

NJSLS - Life Literacies and Key Skills

Standard 9.4: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral text.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Fundamental Concepts / Big Ideas

- What is my school like?
- How is this grade different or similar to last year ?
- How do I understand and follow my schedule this year?
- Understanding cultural influences at my grade level.
- What are the similarities and differences between my previous school and my new school?
- What are the classroom rules and expectations?
- How do I access important school wide information?
- How can I get involved in my school?
- What do I do in case of an absence, an emergency, etc.?
- How do I manage my time?

Learning Objectives

- Students will be able to...
- Describe their school and/or classroom. (adjectives, identifying features, nouns).
 - Compare and contrast schedules and classes to prior year.
 - Identify courses and understand expectations.
 - Identify and explain how this grade is different than last year, different than the country from which I came (*if applicable*).
 - Understand classroom and building expectations.
 - Familiarize themselves where classes are located.
 - Understanding our American classroom: daily procedures, teacher expectations, and the grading system.
 - Identify and explain what to do during emergencies (fire drills, lockdown, etc.) in written and verbal forms (prepositional phrases; nouns).
 - Explain how to access important information like bus routes, snow days, lunch accounts, etc.
 - Decipher the days of the week and school calendar.
 - Develop an understanding of an assignment book to manage time and meet assignment due dates.

Unit 2: Learning Vocabulary and Language Concepts

Step 1 – Desired Results: What do I want my students to learn?

Standards

Anchor Standards for Reading

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Literature

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.

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLS - Career Awareness, Exploration, Preparation, and Training

N.J.A.C. 6A:8-1.1(a)3

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

NJSLS - Life Literacies and Key Skills

Standard 9.4: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works

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8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- English is a complex system, like any other language, that can be broken down in simplified forms.
- How do English words relate to my native language?
- How does language change in different settings (school, home, work, etc.)?
- How does my native language serve as a foundation for learning English?

Objectives

Students will be able to...

- Identify roots, prefixes, and suffixes
- Explain the similarities and differences between native language and English (organizational patterns, sounds, spelling, etc.)
- How is English similar and different in my classes (mathematics vs. language arts, science vs. social studies, etc)?
- Explain and use homophones, homonyms, and homographs.
- Pronounce and spell key vocabulary/concepts and use within written expression.
- Develop phonemic awareness.
- Utilize reading strategies for unknown words to develop comprehensible input.
- Classify English language into categories of prefix, root, and suffix.
- Develop academic and social language.
- Develop an awareness and understanding of idioms and figurative language.

Unit 3: World Celebrations

Step 1 – Desired Results: What do I want my students to learn?

Standards

Anchor Standards for Reading

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Literature

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.

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLS - Career Awareness, Exploration, Preparation, and Training

N.J.A.C. 6A:8-1.1(a)3

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

NJSLS - Life Literacies and Key Skills

Standard 9.4: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral text.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Cultural celebrations, customs, and traditions unite groups of people.
- How are my cultural celebrations similar and different from that of American citizens?
- What are the origins of different world celebrations?
- What factors influence cultural celebrations around the world?

Objectives

Students will be able to...

- Examine the effects of different world celebrations on cultures.
- Explain how the Native American culture influenced the early settlers and culture of New Jersey and vice versa.
- Explain the significance of Thanksgiving in America.
- Explain how cultural celebrations occurred in native land.
- Compare and contrast American celebrations to native celebrations.
- Understand how celebrations and traditions grew in American life.
- Use maps to understand how location shapes culture.

Unit 4: The Immigrant Experience

Step 1 – Desired Results: What do I want my students to learn?

Standards

Anchor Standards for Reading

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Literature

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.

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLS - Career Awareness, Exploration, Preparation, and Training

N.J.A.C. 6A:8-1.1(a)3

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

NJSLS - Life Literacies and Key Skills

Standard 9.4: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

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8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- People immigrate to America for a variety of reasons.
- America was shaped and influenced by immigrants.
- How did immigrants migrate to America in the past?
- How did I enter America as an immigrant?

Objectives

Students will be able to...

- Examine the effects of migration on oneself and family members.
- Explain how they migrated to America.
- Compare and contrast their personal immigration experience to early settlers.
- Determine the similarities and differences between home country and America.
- Share how immigration is different from acculturation.

Unit 5: Influential Speakers of the World

Step 1 – Desired Results: What do I want my students to learn?

Standards

Anchor Standards for Reading

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Reading Literature

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.

Anchor Standards for Writing

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLS - Career Awareness, Exploration, Preparation, and Training

N.J.A.C. 6A:8-1.1(a)3

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

NJSLS - Life Literacies and Key Skills

Standard 9.4: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral text.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJCCS: Social Studies

RH.6-8.1; RH.6-8.2; RH.6-8.4; .RH.6-8.5; RH.6-8.6; RH.6-8.7; RH.6-8.8; RH.6-8.9; RH.6-8.10

NJCCS: ELA

RI.7.7; RI.7.8

S.L.1, S.L.7.2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How are notable American speakers similar and different from important figures in one's culture?
- Speaking well can create change and shift attitudes among people.
- Leaders can unite people in their speech.
- The power of a speech can enact change.

Objectives

Students will be able to...

- Examine and analyze the effects of a powerful speech
- Explain how notable American speakers are similar and different from important figures in one's culture.
- Explain how American, historical icons created change in cultural beliefs and attitudes.
- Create a speech to enact some type of change in school, community, or household.
- Analyze the elements of a speech.

Unit 6: Significant Events in the United States

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJCCS:

R.L.7.1, R.L.7.2, R.L.7.3, R.L.7.4, R.L.7.6, R.L.7.9, R.L.7.10

R.I.7.1, R.I.7.2, R.I.7.3, R.I.7.4, R.I.5, R.I.7.6, R.I.7.7, R.I.7.8, R.I.7.9, R.I.7.10

W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10

S.L.1, S.L.7.2

L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

New Jersey Computer and Information Literacy

New Jersey 21st Century Life and Careers 9.1 and 9.2 Standards

WIDA Standard:

English Language Learners communicate for Social and Instructional purposes within the school setting.

English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Reflecting upon and learning more about our world's tragedies, specifically the Holocaust, is important in order to ensure we understand our history and do not repeat the mistakes of our past.
- Genocides and other human atrocities greatly impact cultures.
- Graphic novels are excellent multimodal texts that carry deep meaning and cultural significance.
- Symbolism creates depth within a text and helps us make connections to ourselves, other texts, and the world around us.

Objectives

Students will be able to...

- Access their prior knowledge of the Holocaust and create goals for their future learning.
- Understand the historical and emotional impact of human atrocities on our world and its literature through a guided reading of picture books
- Understand allegory and its relationship to personification.
- Analyze symbolism, references, and allusions throughout multiple genocide texts.
- Analyze story elements and its interaction with text features in a graphic novel.
- Research through questioning people, texts, and online sources in order to enrich their overall comprehension of various human atrocities/genocides.

Unit 7: Seasons and Weather

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJCSS Science:

*RST.6-8.1; RST.6-8.2; RST.6-8.3; RST.6-8.4; RST.6-8.5; RST.6-8.6; RST.6-8.7; RST.6-8.8;
RST.6-8.9; RST.6-8.10*

NJSLS - Life Literacies and Key Skills

Standard 9.4: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Multilingual Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

21st-Century Life & Career Skills:

9.1; 9.1.8.A.1; 9.1.8.C.1; 9.1.8.C.2; 9.1.8.C.3; 9.1.8.D.3

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Weather changes over time.
- Weather can be observed and measured.
- Weather affects decisions people make.
- Climates vary around the world.
- Seasons change because of the way in which the earth travels around the sun.
- Clouds are created by water that has evaporated from bodies of water.
- The pattern of evaporation, condensation, and precipitation is called the water cycle.
- Winds are created when warm air rises.
- Rain, snow, sleet and hail are forms of precipitation.
- Darker objects absorb more of the sun's energy than light objects.
- Clouds can be classified by their shape, altitude and weather phenomena associated with them.

Objectives

Students will be able to...

- Read fiction and non-fiction material pertaining to weather.
- Recognize fiction and nonfiction weather facts and opinions.

- Relate stories and information to personal experiences.
- Discuss climate and weather in native countries.
- Draw pictures of various types of weather.
- Recognize the difference between facts and opinions about weather.
- Related causes and effects of weather problems.
- Compare and contrast types of storms.
- Explain the effects of various types of precipitation.
- Read a thermometer to find the temperature.
- Read a calendar graph.
- Use weather maps to gather information about local weather.
- Use describing words to discuss weather and seasons.
- Organize information about weather on a calendar chart.

Unit 8: Cultural Comparisons

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

RH.6-8.1; RH.6-8.7; RH.6-8.9

NJSLS - Interdisciplinary Standards

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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

Technology Ed, Engineering, & Design

8.2.8.D.1

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Social behavior varies in individual cultures.
- Members of a society identify with a specific culture.
- U.S. culture reflects the times as well as how people perceive themselves.
- How does cultural identity shape behavior?
- What are the cultural expectations in America?
- How are the cultural expectations in your native country different from those in America?
- How does cultural identity change over time?
- How can you help people from other cultures understand your conversation?
- Why do you think body language and spoken language are often misunderstood?

Objectives

Students will be able to...

- Discuss the cultural aspects of their native countries.
- Discuss differences and similarities in their native culture and the U.S. culture.
- Exhibit appropriate social behavior in various social settings.
- Recognize why people may behave in a particular way.
- Look at an issue from another perspective.
- Interact appropriately with members of school community.
- Interpret American slang and idiomatic expressions.

- Write a personal narrative describing new or different experiences in the U.S.
- Use time order words in narrative.
- Ask questions in an interview.

Unit 9: Grammar and Vocabulary

Step 1 – Desired Results: What do I want my students to learn?

Standards

New Jersey Student Learning Standards L.7.1, L.7.2, L.7.3
New Jersey Computer and Information Literacy
New Jersey 21st Century Life and Careers 9.1 and 9.2 Standards

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- The parts of speech are the building blocks of language, and a solid understanding of how they function is essential to developing readers and writers.
- Familiarity with the different sentence types and structures promotes greater versatility in writing and greater appreciation in reading.
- Punctuation is the signage of language, permitting readers and writers to skillfully navigate a given text.

Objectives

Students will be able to...

- Define each of the parts of speech and explain how each one functions with a sentence.
- Identify each of the parts of speech within a given text.
- Demonstrate their understanding by using the parts of speech properly within their own writing.
- Consistently show agreement within the structure of their sentences.
- Use a variety of sentence types and structures in their writing in order to engage their audience and improve the clarity of their message.
- Understand how punctuation functions within writing and use it correctly on a consistent basis.

Unit 10: Writing an Essay

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJCCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

NJCCS

W.7.2; W.7.2.a; W.7.2.b; W.7.2.c; W.7.2.d; W.7.2.e; W.7.2.f; W.7.9; W.7.10

RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6

Key Ideas and Details

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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze 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.

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.

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Writing is a form of self-expression.
- Writing is a way in which others can learn about experiences and personal accounts.
- How is my writing different from the way that I speak?

Objectives

Students will be able to...

- Know that learning the primary language used in a new country is essential
- Describe that there are many reasons for relocating to a new place, including personal, professional, religious, or political reasons.
- Express that everyone has a personal story to tell, and it is important to tell our story to help us remember who we are.
- Understand the importance of learning the stories of others to help us relate to the experience to ourselves.
- Differentiate between formal and informal language
- Differentiate between spoken and written language
- Using sentence frames to ask and answer questions.

- Modifying sentence frames to achieve desired outcome.
- Attempt to use past tense when relating past events.
- Write about his/her experiences and feelings about moving, adapting, and maintaining his/her own identity.
- Write about the experience of others (fictional or non-fictional characters)

Please contact the Content Supervisor for any questions