

English as a Second Language

Grades 7-8

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Course Description:

English as a Second Language is meant to help bridge the academic and social concepts being taught in class to students learning English as a second language, in addition to the appropriate academic material for their grade level. As such, English Language Services and English as a Second Language curricula have five standards addressing the need for English ability in the four major academic areas and social language requirements. The five English language proficiency standards are as follows:

- **ELP Standard 1** - English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
- **ELP Standard 2** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- **ELP Standard 3** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **ELP Standard 4** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **ELP Standard 5** - ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies

The Seventh and Eighth Grade English as a Second Language curriculum has five units, each one based around a specific ELP standard. Although the units are numbered, there is no specific order to which units must be addressed. The English as a Second Language class must be flexible to address and prioritize the needs of each individual English Language Learner. This curriculum provides a guide to the academic language required for each grade level and subject, as well as appropriate social language by grade level cluster.

Suggested Course Sequence*:

Unit 1: Addressing Social Language: 36 Days

Unit 2: Academic Language Arts English: 36 Days

Unit 3: Academic Mathematics English: 36 Days

Unit 4: Academic Science English: 36 Days

Unit 5: Academic Social Studies English: 36 Days

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 48 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made for each individual ELL.*

Unit Overview

Content Area: English as a Second Language

Unit Title: Addressing Social Language

Unit Placement: September - October

Grade Level: Seventh - Eighth

Unit Summary:

The Addressing Social Language unit is meant to be a crash course in the English language for students learning English in school. Before academic language is addressed it is important for students to be able to communicate on a basic level in English to be able to function and ultimately succeed in an English speaking school environment. The lessons in this unit are meant to be guidelines for important vocabulary and language structure needed as a foundation for learning English as a whole.

Interdisciplinary

Connections:

- Students will make connections between English Language Services, Mathematics, Language Arts, Science, and Social Studies.
- **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.7.6.** - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RL.8.4.** - 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.
- **RI.7.3.** - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

21st Century

Themes and Skills:

- **9.1.8.A.4** - Relate earning power to quality of life across cultures.
- **9.1.8.B.1** - Distinguish among cash, check, credit card, and debit card.
- **9.1.8.B.6** - Evaluate the relationship of cultural traditions and historical influences on financial Practice.
- **9.2.8.B.2** - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

**ELP Standard
1**

English language students (ELLs) communicate for Social and Instructional purposes within the school setting.

Educational Technology Standards

8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● <i>What cognates and false cognates exist between English and my native language?</i> ● <i>What English Language structures are necessary when meeting someone and interacting socially for the first time?</i> ● <i>What English Language vocabulary is necessary for describing myself, my family, and my house?</i> ● <i>What English language structures, phrases, and vocabulary are necessary for communicating in a school and classroom setting?</i> ● <i>How do I form and answer questions in proper English Language format?</i> ● <i>How do I talk about the future, present, and past in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. ● There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. ● There are certain vocabulary words that are necessary for talking about family, houses, and oneself in English. ● There are certain language structures, phrases, and vocabulary words used when communicating in school. ● There are different ways to structure questions in the English Language. ● There are multiple ways to answer questions in the English Language. ● There are certain verb conjugations that are used when talking about things happening in the present. ● There are certain verb conjugations that are used when talking about things happening in the past. ● There are certain verb conjugations that are used when talking about things happening in the future.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and define family, home, and personal vocabulary words through vocabulary activities. ● Apply language structures, phrases, and vocabulary words for communicating effectively in a classroom, through classroom conversation role playing. ● Compare and contrast the different ways to structure questions in the English Language through interview activities. ● Use the present tense effectively through verbal daily routine summarizations. ● Use the past tense effectively through book plot summaries. ● Use the future tense effectively through verbal procedure giving activities. 	
Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> · Complete Language Arts cloze activities on a given topic. 	

- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.

Summative/Benchmark Assessment(s):

- Oral presentation on their family tree.
- Written paper on a pop culture topic they are interested in.
- Performance on the State ESL ACCESS exam.

Alternative Assessments:

- Draw a sketch to visually represent new vocabulary knowledge.
- Write an interview with a student demonstrating proper introductions and conversation response answers.
- Create a family tree with proper family member role labels.

Resources/Materials (copy hyperlinks for digital resources):

- <https://wida.wisc.edu/>
- <https://www.state.nj.us/education/bilingual/>
- http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum
- <https://www.state.nj.us/education/cccs/2014/tech/81.pdf>
- <https://busyteacher.org/21186-young-learners-14-great-esl-topics.html>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
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You and Your Family	<ul style="list-style-type: none"> - Introductions (Giving and asking) - Family vocabulary - Pet vocabulary 	3 Days
Your House	<ul style="list-style-type: none"> - Where they live - House rooms - Furniture 	2 Day
Colors	<ul style="list-style-type: none"> - Standard colors 	1 Day
Shapes and Sizes	<ul style="list-style-type: none"> - Adjectives use - Comparing 	3 Days
Classroom	<ul style="list-style-type: none"> - Objects - Rules 	2 Days
Numbers	<ul style="list-style-type: none"> - Written forms - Larger numbers - Place value 	2 Days
Feelings	<ul style="list-style-type: none"> - Emotions vocabulary - Expressing emotions 	3 Days
Daily Activities	<ul style="list-style-type: none"> - Verbs - Progressive or present simple forms - Time 	3 Days
Calendar	<ul style="list-style-type: none"> - Days of the week - Months 	2 Day
Seasons and Weather	<ul style="list-style-type: none"> - Seasons vocabulary - Weather vocabulary - Holidays 	2 Days
Clothes	<ul style="list-style-type: none"> - Clothes vocabulary - Adjectives use and descriptions 	2 Days
Food	<ul style="list-style-type: none"> - Food vocabulary - Giving and writing instructions 	2 Days
Transportation	<ul style="list-style-type: none"> - Transportation vocabulary - Talking about coming and going 	2 Day
Your City	<ul style="list-style-type: none"> - City vocabulary - Specifics to your town 	1 Day
Questions	<ul style="list-style-type: none"> - Question words - Forming questions 	3 Days

Time	<ul style="list-style-type: none">- Speaking about past- Speaking about future	3 Days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: Curriculum : https://www.state.nj.us/education/bilingual/curriculum/ How to implement: https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf How to incorporate culture into the curriculum: https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf		

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Language Arts English
December

Unit Placement: November -

Grade Level: Seventh - Eighth

Unit Summary:

The 7-8 Academic Language Arts English unit is based around the reading standards and curriculum of Seventh and Eighth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the language arts classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the two grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, English Language Arts, and Writing.

***Standards for Key ideas and details , Craft and structure, Integration of knowledge and ideas, Range of reading and level of text complexity are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.2.8.B.3** - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

ELP Standard
2

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

Interdisciplinary Connections Standards:

Progress Indicators Reading Literature Text

Key Ideas and Details

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.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
RL.7.4.	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.
RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.8.4.	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.
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.
RL.8.6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
RL.7.7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.8.	(Not applicable to literature)
RL.7.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL.8.7.	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.8.	(Not applicable to literature)
RL.8.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character

	types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
RL.7.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RL.8.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
Progress Indicators Informational Text	
Key Ideas and Details	
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.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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.
RI.7.6.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
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.
Integration of Knowledge and Ideas	
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of

	key information by emphasizing different evidence or advancing different interpretations of facts.
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RI.8.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Educational Technology Standards	
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
Progress Indicators of Writing	
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Unit Essential Question(s): <ul style="list-style-type: none"> • <i>What are English Language structures that are unique to Language Arts thinking, speaking, reading, and writing?</i> • <i>What are English Language structures that apply in Language Arts as well as other academic subjects?</i> • <i>What English vocabulary has unique Language Arts meaning in Language Arts thinking, reading, and writing?</i> • <i>What cognates and false cognates exist in Language Arts between English and my native language?</i> • <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think for Language Arts in English?</i> 	Unit Enduring Understandings: <ul style="list-style-type: none"> • There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic Language Arts. • There are phrases and structures in the English language that apply to more than one academic area, including Language Arts. • There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Language Arts. • There are words that generally sound the same and have the same meaning between languages

(cognates) that can be used to help learn English.

- There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English.
- There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Language Arts.

Unit Learning Targets/Objectives:

Students will...

- Use grade level appropriate English Language structures when reading, writing, and speaking Language Arts through grade level Language Arts content work.
- Differentiate grade level appropriate English Language structures that can be used in Language Arts as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique meanings in Language Arts through Language Arts vocabulary activities.
- Compare and contrast Language Arts cognates and false cognates between English and their native language through Language Arts vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Language Arts, through grade level Language Arts content work.

Evidence of Learning

Formative Assessments:

- Complete Language Arts cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good Language Arts written answer.
- Create a mobile of new Language Arts cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

<https://wida.wisc.edu/>
<https://www.state.nj.us/education/bilingual/>
http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Seventh Grade Reading Literature Skills	6 Days	
2	Seventh Grade Reading Informational Text Skills	6 Days	
3	Seventh Grade Writing Skills	6 Days	
4	Eighth Grade Reading Literature Skills	6 Days	
5	Eighth Grade Reading Informational Text Skills	6 Days	
6	Eighth Grade Writing Skills	6 Days	

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Mathematics English

Unit Placement: January - February

Grade Level: Seventh - Eighth

Unit Summary:

The 7-8 Academic Mathematics English unit is based around the math standards and curriculum of Seventh and Eighth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the math classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the two grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, mathematics, and informational text.

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.7.3. - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

RI.7.10. - By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.8.10. - By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

***Standards for: Ratios and Proportional Relationships, Expressions and Equations, Geometry, Statistics and Probability, and Functions are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.1.8.D.1** - Determine how saving contributes to financial well-being.
- **9.1.8.E.5** - Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

ELP Standard
3

- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Interdisciplinary Connections Standards:

Ratios and Proportional Relationships

7.RP.A.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

2. Recognize and represent proportional relationships between quantities. 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. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error

The Number System

7.NS.A.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, in the first round of a game, Maria scored 20 points. In the second round of the same game, she lost 20 points. What is her score at the end of the second round? b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 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 $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the

	decimal form of a rational number terminates in 0s or eventually repeats. 3. Solve real-world and mathematical problems involving the four operations with rational numbers.
8.NS.A.	<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>2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations</p>
Expressions and Equations	
7.EE.A.	<p>1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p>
7.EE.B.	<p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p> <p>4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>
8.EE.A.	<p>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$.</p> <p>2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> <p>3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p> <p>4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of</p>

	appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
8.EE.B.	<p>5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p> <p>6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b</p>
8.EE.C.	<p>7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p>8. Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p>
Geometry	
7.G.A.	<p>1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>2. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p>
7.G.B.	<p>4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>
8.G.A.	<p>1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are transformed to lines, and line segments to line segments of the same length. b. Angles are transformed to angles of the same measure. c. Parallel lines are transformed to parallel lines.</p>

	<p>2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p>3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p>4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p>5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</p>
8.G.B.	<p>6. Explain a proof of the Pythagorean Theorem and its converse.</p> <p>7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in realworld and mathematical problems in two and three dimensions.</p> <p>8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>
8.G.C.	<p>9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>
Statistics and Probability	
7.SP.A.	<p>1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p>
7.SP.B.	<p>3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</p> <p>4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p>
7.SP.C.	<p>5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times,</p>

	<p>predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p> <p>7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and Simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>
8.SP.A.	<p>1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit (e.g. line of best fit) by judging the closeness of the data points to the line. 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</p>
Functions	
8.F.A.	<p>1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.1</p> <p>2. Compare properties (e.g. rate of change, intercepts, domain and range) of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and</p>

	<p>a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p> <p>3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</p>
8.F.B.	<p>4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>
Educational Technology Standards	
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • <i>What are English Language structures that are unique to Mathematical thinking, speaking, reading, and writing?</i> • <i>What are English Language structures that apply in Mathematics as well as other academic subjects?</i> • <i>What English vocabulary has unique Mathematical meaning in Mathematical thinking, reading, and writing?</i> • <i>What cognates and false cognates exist in Mathematics between English and my native language?</i> • <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think mathematically in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic mathematics. • There are phrases and structures in the English language that apply to more than one academic area, including mathematics. • There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic mathematics. • There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. • There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. • There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of mathematics.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Use grade level appropriate English Language structures when reading, writing, and speaking Mathematics through grade level mathematical content work. 	

- Differentiate grade level appropriate English Language structures that can be used in mathematics as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique Mathematical meanings through Mathematical vocabulary activities.
- Compare and contrast Mathematical cognates and false cognates between English and their native language through Mathematical vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Mathematics, through grade level mathematical content work.

Evidence of Learning

Formative Assessments:

- Complete mathematical cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good mathematical written answer.
- Create a mobile of new mathematical cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans

- Accept participation on any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Gifted and Talented Students
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Number System Terminology	6 Days	
2	Mathematical Expressions	6 Days	
3	Geometry Terms	6 Days	
4	Statistics and probability terms	6 Days	
5	General Math Vocabulary	6 Days	
6	Word Problem Language	6 Days	

Teacher Notes:

Additional Resources
 Click links below to access additional resources used to design this unit:
 Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>
 How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>
 How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Science English

Unit Placement: March - April

Grade Level: Seventh - Eighth

Unit Summary:

The 7-8 Academic Science English unit is based around the Science standards and curriculum of Seventh and Eighth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the Science classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the two grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, Science, and informational text.

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.7.3. - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

RI.7.10. - By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.8.10. - By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

***The Next Generation Science Standards are listed in the content standard section.**

21st Century

Themes and Skills:

- **9.2.8.B.1** - Research careers within the 16 Career Clusters® and determine attributes of career success
- **9.3.12.AG- ENV.3** - Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
- **9.3.12.AG- NR.2** - Analyze the interrelationships between natural resources and humans.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):	
CPI#:	Statement:
ELP Standard 4	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science.
Interdisciplinary Connections Standards:	
Grade Seven NGSS	
MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.
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.
MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
MS-LS1-1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
MS-LS1-2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
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.
MS-LS2-7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
MS-LS3-1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
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.
MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Grade Eight NGSS	
MS-LS4-1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
MS-LS4-3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
MS-LS4-6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
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.
MS-PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
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.
MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
MS-PS4-3	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively.
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● <i>What are English Language structures that are unique to Science thinking, speaking, reading, and writing?</i> ● <i>What are English Language structures that apply in Science as well as other academic subjects?</i> ● <i>What English vocabulary has unique Scientific meaning in Mathematical thinking, reading, and writing?</i> ● <i>What cognates and false cognates exist in Science between English and my native language?</i> ● <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think scientifically in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic Science. ● There are phrases and structures in the English language that apply to more than one academic area, including Science. ● There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Science. ● There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. ● There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. ● There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Science.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Use grade level appropriate English Language structures when reading, writing, and speaking Science through grade level mathematical content work. ● Differentiate grade level appropriate English Language structures that can be used in Science as well as other academic subjects through academic language analysis. ● Identify and define English vocabulary with unique Scientific meanings through Scientific vocabulary activities. ● Compare and contrast Scientific cognates and false cognates between English and their native language through Scientific vocabulary activities. 	

- **Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Science, through grade level scientific content work.**

Evidence of Learning

Formative Assessments:

- Complete scientific cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good scientific written answer.
- Create a mobile of new scientific cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.nextgenscience.org/search-standards?keys=&tid%5B0%5D=98&page=2>

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
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 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Informational Text Reading	6 Days	
2	General Science Vocabulary	6 Days	
3	Physical Science	6 Days	
4	Life Science	6 Days	
5	Earth Science	6 Days	
6	Engineering	6 Days	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Social Studies English

Unit Placement: May- June

Grade Level: Seventh - Eighth

Unit Summary:

The 7-8 Academic Social Studies English unit is based around the Social Studies standards and curriculum of Seventh and Eighth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the Social Studies classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the two grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, Social Studies, and informational text.

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.7.3. - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

RI.7.10. - By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.8.10. - By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

***The Social Studies standards are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.1.8.A.4** - Relate earning power to quality of life across cultures.
- **9.1.8.B.6** - Evaluate the relationship of cultural traditions and historical influences on financial practice.
- **9.1.8.D.5** - Explain the economic principle of supply and demand.
- **9.1.8.F.3** - Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 5	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Interdisciplinary Connections Standards:

Seventh Grade Standards

NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Select and use various geographic representations to compare information about people, places, regions, and environments.
NJCCS for Social Studies, 2009 Skills Table: Spatial Thinking 5-8	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.

6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
World History Eight Standards	
6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
Educational Technology Standards	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● <i>What are English Language structures that are unique to Social Studies thinking, speaking, reading, and writing?</i> ● <i>What are English Language structures that apply in Social Studies as well as other academic subjects?</i> ● <i>What English vocabulary has unique meaning in Social Studies thinking, reading, and writing?</i> ● <i>What cognates and false cognates exist in Social Studies between English and my native language?</i> ● <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think for Social Studies in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academically for Social Studies. ● There are phrases and structures in the English language that apply to more than one academic area, including Social Studies. ● There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Social Studies. ● There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. ● There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. ● There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Social Studies.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Use grade level appropriate English Language structures when reading, writing, and speaking Social Studies through grade level Social Studies content work. ● Differentiate grade level appropriate English Language structures that can be used in Social Studies as well as other academic subjects through academic language analysis. ● Identify and define English vocabulary with unique meanings in Social Studies through Social Studies vocabulary activities. ● Compare and contrast Social Studies cognates and false cognates between English and their native language through Social Studies vocabulary activities. ● Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Social Studies, through grade level Social Studies content work. 	

Evidence of Learning

Formative Assessments:

- Complete Social Studies cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

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Alternative Assessments:

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<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

Modifications/Accommodations:

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 - Accept participation on any level, even one word
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 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

- Accept participation at any level, even one word

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Reading Primary Sources	6 Days	
2	General History Vocabulary	6 Days	
3	Civics, Government, and Human Rights (Standard A) Terminology	6 Days	
4	Geography, People, and the Environment (Standard B) Terminology	6 Days	
5	Economics, Innovation, and Technology (Standard C) Terminology	6 Days	
6	History, Culture, and Perspectives (Standard D) Terminology	6 Days	

Teacher Notes:

Additional Resources

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How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>