

NJ ESL Curriculum Exemplar
 Aligned to the 2007 WIDA Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade Level Cluster 1-2 Unit Overview

Content Area: English as a Second Language

Unit Title: Weather	Program Design: Pull out across grade levels and proficiency levels; 45 minute class period.
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Target Proficiency Level: Level 1 Entering to Level 5 Bridging
www.wida.us/standards/perfdefs.pdf

Unit Summary:

In “Weather” students will explore a variety of weather concepts including air movement, clouds, precipitation, and temperature using a range of culturally authentic learning materials such as websites, graphs, science equipment, chants, songs, and literature both fiction and nonfiction. Students will reflect on how weather affects their daily lives and influences their daily activities. Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about weather.

Interdisciplinary Connections: Language Arts Literacy, Math, and Science.

21st Century Themes: Global Awareness.

Unit Rationale:

By utilizing a variety of linguistically complex and content vocabulary embedded assignments, students will demonstrate appropriate language control. Developing awareness of weather and its impact on the students’ daily lives is important in preparing students for understanding their environment in the 21st century. Students will have an opportunity to use language and technology to reflect on how weather influences their daily lives.

Learning Targets

WIDA	English Language Proficiency Standards
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELP Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content are of Language Arts .
ELP Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content are of Mathematics .
ELP Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
2010 Common Core Standard	English Language Arts Speaking and Listening
Presentation of knowledge and ideas 1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2009 NJCCCS	Science
Earth System Science: 5.4	All students will understand that Earth operates as a set of complex dynamic and interconnected systems and is part of the all encompassing

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F.	system of the universe. Climate and Weather: Earth’s weather and climate systems are the result of complex interactions between land, ocean, ice and atmosphere.	
8.1	Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of weather?		Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about weather require specific academic language. • Weather impacts students’ daily lives.
Evidence of Learning		
<p>Summative Assessment: You are a meteorologist predicting the weather according to the information collected in your weather journal. Using the information you will write a weather forecast and present it to the class in front of a weather wall. As a forecaster you also offer recommendations on what to wear and what you can do based on the weather for the day. All forecasts will be videotaped and uploaded to appropriate locations, i.e. teacher’s home page, ipod, etc. Classmates will use a weather forecast checklist to demonstrate understanding of the presentation.</p> <p>Equipment needed: computer, Internet, whiteboards, projectors, speakers, writing instruments, paper, journals, flip camera</p> <p>Teacher Resources: Teacher designed rubric, weather forecast checklist</p>		
<p>Unit Learning Targets Students will create a weather forecast in writing using key vocabulary and key language structures. Students will then present their forecast orally to their classmates using cue cards, if necessary.</p> <ul style="list-style-type: none"> • Observe daily weather • Record daily weather • Graph daily weather • Describe daily weather • Compare and contrast daily weather from one day to the next. • Draw conclusions about how weather impacts activities • Interpret how weather impacts what people wear • Evaluate how weather impacts our environment 		
Lesson		Timeframe
Lesson 1 What is weather?		5 days
Lesson 2 Clouds		7 days
Lesson 3 Precipitation		7 days
Lesson 4		

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Weather Forecasting

3 days

Teacher Note: The language functions utilized are cross-curricular and students should be able to transfer these functions across subject areas. These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Curriculum Development Resources

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/standards

www.13.state.nj.us/NJCCCS/Technologytoolbox

Project Groundhog, <http://www.projectgroundhog.net/>