

## ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Grade Level Cluster – 6-8      Unit Overview	
<b>Content Area:</b> English as a Second Language	
<b>Unit Title:</b> Water Is Life	<b>Program Design:</b> Proficiency based class in 90 minute block.
<b>Target Proficiency Level:</b> Level 1 Entering and Level 2 Beginning <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>	
<p><b>Unit Summary:</b> This unit is designed to emphasize the importance of water locally and globally to sustaining life. Through a series of scaffolded learning activities, students will strengthen their listening, speaking, reading and writing skills. As they do, students will be able to discuss how water becomes polluted and communicate the steps that can be taken to protect this natural resource. Students will learn how technology, innovation and international cooperation can be used to counter these problems.</p> <p><b>Interdisciplinary Connections:</b> Language Arts, Science, and Social Studies</p> <p><b>21<sup>st</sup> Century Themes:</b> Global Awareness and Health Literacy</p>	
<p><b>Unit Rationale:</b> Water is necessary to sustaining life on the planet; however, as natural resources diminish, more and more people are without ready access to potable water. By exploring solutions, students will have the opportunities to listen, speak, read and write about this challenge. Students will learn how innovation and international cooperation can confront these problems.</p>	
Learning Targets	
WIDA	English Language Proficiency (ELP) Standards
ELP Standard 1	English language learners communicate for <b>Social and Instructional</b> purposes within the school setting.
ELP Standard 2	English language learners communicate for information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>
ELP Standard 4	English language learners communicate for information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>
ELP Standard 5	English language learners communicate for information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
<b>2010 Common Core Standards</b>	<b>English Language Arts</b> <b>Reading Standards in Literacy for Science and Technical Subjects</b>
Integration of knowledge and ideas 6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>2009 NJCCCS</b>	<b>Science</b>
Life Science Standard 5.3	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
Strand C	<b>Interdependence:</b> All animals and most plants depend on both other organisms and their environment to meet their basic needs.

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### Related Cultural Content Statements

- The importance of water in the regions where students once lived will be examined.
- Access to water varies across cultures and profoundly influences the quality of life.
- Lack of access to water is a symptom of extreme poverty and global inequality.
- Access to water affects other areas of life such as hunger, education, gender discrimination.
- Online newspapers, magazines, blogs, wikis, podcasts, online videos, and government sites provide current information on perspectives of the target cultures on local, national and global problems/issues.

### Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the topic of “water is life?”

### Unit Enduring Understandings

Listening, speaking, reading and writing about “water is life” require specific academic language.

Lack of access to potable water is related to extreme poverty and global inequality.

Science and technology can be used to confront problems related to extreme poverty and diminishing natural resources.

### Evidence of Learning

#### Summative Assessment:

Student will create a presentation of target inventions used to counter water scarcity problems. Project will involve an oral presentation, as well as visual /print support created by students which may include pamphlets, posters, or Power Point presentation according to ability and proficiency level.

**Equipment needed:** Student computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones), art supplies

**Teacher Resources:** Teacher produced texts on target inventions, activity sheets, guided questions, visual organizers, supplementary texts, journals.

#### Unit Learning Targets:

Students will summarize and draw conclusions about how a machine or tool is used or created to address the lack of access to water and how it affects other areas of life.

### Lesson Plans

Lesson	Timeframe
Lesson 1 What is Water pollution?	2 days
Lesson 2 Water, water everywhere and not a drop to drink!	4 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. These lessons would occur after students have learned about the water cycle and have developed an understanding of the foundational vocabulary.

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### Curriculum Development Resources:

WIDA standards [www.wida.us](http://www.wida.us)

NJCCCS and Common Core Standards <https://www13.state.nj.us/NJCCCS/>

UN Millennium Goals as an organizing tool for approaching global education issues

[www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)