

ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade Level Cluster 3 – 5		Unit Overview
Content Area: English as a Second Language		
Unit Title: Simple machines: What are they, what do they do and how can they make our lives easier?		Program Design: ESL pull-out or push-in, approximately 45-50 minutes in length.
Target Proficiency Level:		
<p>Unit Summary: Students will use the language of physical science at the third through fifth grade levels to identify and describe several types of simple machines. Through a series of scaffolded activities and strategies that are aligned with students’ levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.</p> <p>Interdisciplinary Connections: Language Arts Literacy, Science, Technology. 21st Century Themes: Financial, Economic, Business and Entrepreneurial Literacy.</p>		
Unit Rationale:		
This unit incorporates a variety of grade-level appropriate language activities integrated with the concept of simple machines. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.		
Learning Targets		
WIDA Standards	English Language Proficiency	
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 area of Language Arts .	
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	
20101 Common Core Standard	English Language Arts Writing	
Text types and purposes 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
2009 NJCCCS	Science	
Physical Science 5.2.4.E.2	Identify the force that starts something moving or changes its speed or direction of motion.	
2009 NJCCCS	Technology	
8.1	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and	

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collaboratively and to create and communicate knowledge.

Related Cultural Content Statements

- Simple machines may differ across cultures.

Unit Essential Question

- What language do students need in order to demonstrate understanding, and engage in the topic simple machines?

Unit Enduring Understandings

- Listening, speaking, reading and writing about simple machines require specific academic language.
- Simple machines affect our daily lives.

Evidence of Learning

Summative Assessment

You have designed a simple machine and you need to market it to the appropriate audience. Choose one of the following projects to persuade potential investor(s) to sponsor your product.

- Describe orally your simple machine and demonstrate its usefulness.
- Make a poster of your simple machine and present it orally to the class.
- Create and present orally a PowerPoint presentation about your simple machine
- Write and perform a skit/puppet show about your simple machine.
- Create and present a digital story about your simple machine.
- Illustrate with captions and orally present a comic strip about your simple machine

Equipment needed: Computers, with multi-media production tools such as Photo Story or PowerPoint and Internet, digital cameras, and art supplies

Teacher Resources: WIDA Speaking and Writing Rubrics, teacher-created rubric for project

Unit Learning Targets:

Students will create a persuasive presentation about their designed product of the simple machine orally and in writing through their chosen media.

- Identify orally simple machines with visual support.
- Compare and contrast orally and in writing the features of different simple machines using graphic organizers.
- Describe orally the functions of several simple machines.

Lesson Plans

Lessons Titles	Timeframe
Lesson 1 Simple Machines are Everywhere!	3-5 days
Lesson 2 Types of simple machines and their uses	5-7 days
Lesson 3 How to Lift a Zoo Animal	3-5 days
Lesson 4 How to create a persuasive “pitch”	5 days

Teacher Note: 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. Students should be encouraged to look for cognates between English and their native language and they should also use a bilingual dictionary/

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dictionary website, when needed.

Curriculum Development Resources

WIDA Standards www.wida.us

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

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