



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:  
Elementary ESOL – Level 3

Purpose of Planning	<i>Back to school</i> Q1, W1-3	<i>Continents and Oceans</i> Q1, W4-8	<i>Body parts and skeletons</i> Q2, W9-12
<b>Unit Topic and Overview:</b>	Greet others Introduce themselves Ask questions Get around the school comfortably Share personal experiences with their classmates through “getting to know your classmates” activities Recognize autumn (fall) Compare/Contrast Make a chart and/or graph	Locate and show places on maps or globes Define locations of places on maps or globes Give directions from one place/location to another on maps or globes to a partner Give explanations for places/locations on maps or globes Read a map key Create a map	Use correct form of have/has Recognize action words in sentences with “ing” and simple present Describe how actions are performed Use correct form of irregular plurals Use conjunction “or” with “else”: “The girl has to bend her knees or else she will fall off the skateboard.”
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Students should be able to process, understand, produce, or use: <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>	Students should be able to process, understand, produce, or use: <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>	Students should be able to process, understand, produce, or use: <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>



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<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to introduce themselves, create original dialogues in pairs, and ask for/offer assistance by using functional chunks. Students will be able to locate different things in the classroom and school by going on a tour of the school and by reading a school map. Students will be able to discover who their classmates are by participating in various “getting to know your classmates” activities. Students will be able to differentiate autumn (fall) from the other three seasons by learning about the signs of autumn (fall). <b>Essential Questions:</b> How can I greet others in English? How can I get help in school? Who are my classmates? What is autumn (fall)?</p>	<p>Students will be able to name the continents and oceans of the world by labeling a map. Students will be able to demonstrate their understanding of the four cardinal directions by using sequential language to get a partner from one place to another. Students will be able to compare and contrast the sizes of the continents by using comparatives and superlatives. Students will be able to describe community places they have gone to by writing in their journal. Students will be able to retell Columbus’ story by sequencing events on sentence strips or by creating a timeline. Students will be able to visualize Columbus’ journey by creating a map of Columbus’ trip. <b>Essential Questions:</b> How do you know where you are on Earth? Which continent am I from and where are my classmates from? Who is Columbus and why is he important?</p>	<p>Students will be able to identify body parts, names of bones, and actions associated with movement in the skeletal system. Students will be able to follow directions in sports related games and activities. Students will be able to recognize the importance of exercise as a way to maintain a healthy mind and body. Students will be able to use action words (verbs) “ing” and simple present to describe activities. <b>Essential Questions:</b> How does the skeleton support the actions and functions of the body? Why is it important to take care of your body?</p>
<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students’ knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>



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<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a>  <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a>  <a href="http://myenglishimages.com">http://myenglishimages.com</a>  <a href="https://getkahoot.com/">https://getkahoot.com/</a>  <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a>  <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a>  <a href="http://myenglishimages.com">http://myenglishimages.com</a>  <a href="https://getkahoot.com/">https://getkahoot.com/</a>  <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a>  <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a>  <a href="http://myenglishimages.com">http://myenglishimages.com</a>  <a href="https://getkahoot.com/">https://getkahoot.com/</a>  <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>
<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Activating prior knowledge</li> <li>• IEP’s to enhance level gaps in grammar, reading, writing, speaking, or listening</li> <li>• Bell work involving writing responses to prompts</li> <li>• Teacher directed instruction with PowerPoint and white board</li> <li>• Small group role-play</li> <li>• Small group discussion</li> <li>• Individual, partner, and group reading</li> <li>• In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></li> </ul>	<ul style="list-style-type: none"> <li>• Activating prior knowledge</li> <li>• IEP’s to enhance level gaps in grammar, reading, writing, speaking, or listening</li> <li>• Bell work involving writing responses to prompts</li> <li>• Teacher directed instruction with PowerPoint and white board</li> <li>• Small group role-play</li> <li>• Small group discussion</li> <li>• Individual, partner, and group reading</li> <li>• In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></li> </ul>	<ul style="list-style-type: none"> <li>• Activating prior knowledge</li> <li>• IEP’s to enhance level gaps in grammar, reading, writing, speaking, or listening</li> <li>• Bell work involving writing responses to prompts</li> <li>• Teacher directed instruction with PowerPoint and white board</li> <li>• Small group role-play</li> <li>• Small group discussion</li> <li>• Individual, partner, and group reading</li> <li>• In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></li> </ul>



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<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>Speaking evaluation with rubric</li> <li>Vocabulary and Grammar Quizzes</li> <li><i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>Graded writing assignments</li> <li>Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Bellwork</li> <li>Discussion with language correction/feedback</li> <li>Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>Speaking evaluation with rubric</li> <li>Vocabulary and Grammar Quizzes</li> <li><i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>Graded writing assignments</li> <li>Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Bellwork</li> <li>Discussion with language correction/feedback</li> <li>Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>Speaking evaluation with rubric</li> <li>Vocabulary and Grammar Quizzes</li> <li><i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>Graded writing assignments</li> <li>Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Bellwork</li> <li>Discussion with language correction/feedback</li> <li>Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p>Character Education – respect and responsibility Math - follow a recipe, use measuring tools, and create and read a chart and/or graph Social Studies - follow a map</p>	<p>Character Education – safety (discuss the danger that Columbus and his men faced on his journey) Social Studies – geography (continents, oceans, and directions)</p>	<p>Science/Health- Using a simple rubric to determine whether or not someone’s activities are healthy Character Education- Being and staying healthy is important for yourself and the community Language Arts – Write a short description of someone performing an activity or sport Cultural Holidays –Halloween Why are skeletons scary? Math- Make a graph of the class’s favorite activities</p>



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Honors Course Differentiation(s):	N/A	N/A	N/A
<p><b>Integrated Common Core Standards (List):</b> *See Below for Links</p> <p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.5.L.1.1</a>  <a href="#">LAFS.5.L.1.2</a>  <a href="#">LAFS.5.L.2.3</a>  <a href="#">LAFS.5.L.3.4</a>  <a href="#">LAFS.5.L.3.5</a>  <a href="#">LAFS.5.L.3.6</a>  <a href="#">LAFS.5.RF.3.3</a>  <a href="#">LAFS.5.RF.4.4</a>  <a href="#">LAFS.5.SL.1.1</a>  <a href="#">LAFS.5.SL.1.2</a>  <a href="#">LAFS.5.SL.1.3</a>  <a href="#">LAFS.5.SL.2.4</a>  <a href="#">LAFS.5.SL.2.5</a></p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.5.L.1.1</a>  <a href="#">LAFS.5.L.1.2</a>  <a href="#">LAFS.5.L.2.3</a>  <a href="#">LAFS.5.L.3.4</a>  <a href="#">LAFS.5.L.3.5</a>  <a href="#">LAFS.5.L.3.6</a>  <a href="#">LAFS.5.RF.3.3</a>  <a href="#">LAFS.5.RF.4.4</a>  <a href="#">LAFS.5.SL.1.1</a>  <a href="#">LAFS.5.SL.1.2</a>  <a href="#">LAFS.5.SL.1.3</a>  <a href="#">LAFS.5.SL.2.4</a>  <a href="#">LAFS.5.SL.2.5</a></p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.5.L.1.1</a>  <a href="#">LAFS.5.L.1.2</a>  <a href="#">LAFS.5.L.2.3</a>  <a href="#">LAFS.5.L.3.4</a>  <a href="#">LAFS.5.L.3.5</a>  <a href="#">LAFS.5.L.3.6</a>  <a href="#">LAFS.5.RF.3.3</a>  <a href="#">LAFS.5.RF.4.4</a>  <a href="#">LAFS.5.SL.1.1</a>  <a href="#">LAFS.5.SL.1.2</a>  <a href="#">LAFS.5.SL.1.3</a>  <a href="#">LAFS.5.SL.2.4</a>  <a href="#">LAFS.5.SL.2.5</a></p>	
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p> <p><a href="#">LAFS.K12.W.1.2</a>  <a href="#">LAFS.K12.W.1.3</a>  <a href="#">LAFS.K12.W.2.4</a>  <a href="#">LAFS.K12.W.2.5</a>  <a href="#">LAFS.K12.W.2.6</a>  <a href="#">LAFS.K12.W.3.7</a>  <a href="#">LAFS.K12.W.3.8</a>  <a href="#">LAFS.K12.W.3.9</a>  <a href="#">LAFS.K12.W.4.10</a></p>	<p><a href="#">LAFS.K12.W.1.2</a>  <a href="#">LAFS.K12.W.1.3</a>  <a href="#">LAFS.K12.W.2.4</a>  <a href="#">LAFS.K12.W.2.5</a>  <a href="#">LAFS.K12.W.2.6</a>  <a href="#">LAFS.K12.W.3.7</a>  <a href="#">LAFS.K12.W.3.8</a>  <a href="#">LAFS.K12.W.3.9</a>  <a href="#">LAFS.K12.W.4.10</a></p>	<p><a href="#">LAFS.K12.W.1.2</a>  <a href="#">LAFS.K12.W.1.3</a>  <a href="#">LAFS.K12.W.2.4</a>  <a href="#">LAFS.K12.W.2.5</a>  <a href="#">LAFS.K12.W.2.6</a>  <a href="#">LAFS.K12.W.3.7</a>  <a href="#">LAFS.K12.W.3.8</a>  <a href="#">LAFS.K12.W.3.9</a>  <a href="#">LAFS.K12.W.4.10</a></p>	



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Links to CCSS  
Curriculum  
Standards:  
\*Science follows  
NGSS

<b>Purpose of Planning</b>	<b><i>Coming to America</i> Q2, W13-16</b>	<b><i>Winter Holidays</i> Q2/3, W17-20</b>	<b><i>New Beginnings</i> Q3, W21-24</b>
<b>Unit Topic and Overview:</b>	<p>Use past tense            Recognize count and non-count nouns (food vocabulary)            Restate questions            Write a persuasive letter            Read and respond to information and historical text.            Gather information via library books or online sites to make a presentation or report.            Compare/contrast Pilgrim children and children today</p>	<p>Read and evaluate winter holiday, non-fiction stories            Compare/contrast winter holidays            Recognize adjectives            Write descriptions of holiday shapes/symbols            Read and create a holiday recipe</p>	<p>Read and evaluate story elements and respond to reading responses            Understand, compare, and contrast goals, what they are and do for you            Create pre-writing and simple paragraph writing</p>
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	<p>Students should be able to process, understand, produce, or use:</p> <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>	<p>Students should be able to process, understand, produce, or use:</p> <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>	<p>Students should be able to process, understand, produce, or use:</p> <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>

<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to use correct verb forms when retelling events. Students will be able to respond in writing and discussions to open ended questions. Students will be able to write persuasive letters. Students will be able to compare/contrast the Pilgrim communities with modern communities. Students will be able to state reasons why many groups came to America and the meaning and significance of American landmarks and symbols. <b>Essential Questions:</b> What are some of the reasons why many groups came to America? What do the Statue of Liberty and other American symbols represent?</p>	<p>Students will be able to compare and contrast winter holidays celebrated in the United States through discussion using a Venn diagram, reading of stories and recipes, and concrete descriptive writing. <b>Essential Questions:</b> What is the same and what is different about the winter holidays celebrated in the United States? How are holiday shapes/symbols viewed and described through writing?</p>	<p>Students will be able to discuss and evaluate goals (long and short term) and story elements, complete reading responses, and create a pre-writing and simple paragraph writing piece. <b>Essential Questions:</b> What are the important story elements? What makes writing interesting? Students will be able to discuss and evaluate goals (long and short term) and story elements, complete reading responses, and create a pre-writing and simple paragraph writing piece about a goal.</p>
<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>
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<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>
<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. "Find someone who...")</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. "Find someone who...")</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. "Find someone who...")</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>

<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p>Science/health – Thanksgiving meal- Place traditional foods in a food pyramid Social Studies –Research Statue of Liberty, Liberty Bell, or other American symbols Character Education – Kindness and respect for different cultures (How the Pilgrims and Native Americans got along)</p>	<p>Reading skills- (non-fiction) read various stories about Hanukkah, Christmas, and Kwanzaa Social Studies Skills- compare/contrast holidays through discussion and by using a Venn diagram Math skills/writing skills- (concrete descriptive writing) write descriptions of shapes of holiday symbols, make a holiday dish by reading a recipe</p>	<p>Discuss what goals are, make a list of goals through pre-writing and simple paragraph writing Reading Skills- during read aloud books, discuss story elements with students (setting, plot, characters, problem, solution, etc.), have students complete reading responses with stories to record information Writing Skills- paragraphs, reading responses, composing simple stories, personal narratives</p>
<p><b>Honors Course Differentiation(s):</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links</p>	<p><a href="#">ELD.K12.ELL.LA.1</a> <a href="#">ELD.K12.ELL.MA.1</a> <a href="#">ELD.K12.ELL.SC.1</a> <a href="#">ELD.K12.ELL.SI.1</a> <a href="#">ELD.K12.ELL.SS.1</a> <a href="#">LAFS.5.L.1.1</a> <a href="#">LAFS.5.L.1.2</a> <a href="#">LAFS.5.L.2.3</a> <a href="#">LAFS.5.L.3.4</a> <a href="#">LAFS.5.L.3.5</a> <a href="#">LAFS.5.L.3.6</a> <a href="#">LAFS.5.RF.3.3</a> <a href="#">LAFS.5.RF.4.4</a> <a href="#">LAFS.5.SL.1.1</a> <a href="#">LAFS.5.SL.1.2</a> <a href="#">LAFS.5.SL.1.3</a> <a href="#">LAFS.5.SL.2.4</a> <a href="#">LAFS.5.SL.2.5</a></p>	<p><a href="#">ELD.K12.ELL.LA.1</a> <a href="#">ELD.K12.ELL.MA.1</a> <a href="#">ELD.K12.ELL.SC.1</a> <a href="#">ELD.K12.ELL.SI.1</a> <a href="#">ELD.K12.ELL.SS.1</a> <a href="#">LAFS.5.L.1.1</a> <a href="#">LAFS.5.L.1.2</a> <a href="#">LAFS.5.L.2.3</a> <a href="#">LAFS.5.L.3.4</a> <a href="#">LAFS.5.L.3.5</a> <a href="#">LAFS.5.L.3.6</a> <a href="#">LAFS.5.RF.3.3</a> <a href="#">LAFS.5.RF.4.4</a> <a href="#">LAFS.5.SL.1.1</a> <a href="#">LAFS.5.SL.1.2</a> <a href="#">LAFS.5.SL.1.3</a> <a href="#">LAFS.5.SL.2.4</a> <a href="#">LAFS.5.SL.2.5</a></p>	<p><a href="#">ELD.K12.ELL.LA.1</a> <a href="#">ELD.K12.ELL.MA.1</a> <a href="#">ELD.K12.ELL.SC.1</a> <a href="#">ELD.K12.ELL.SI.1</a> <a href="#">ELD.K12.ELL.SS.1</a> <a href="#">LAFS.5.L.1.1</a> <a href="#">LAFS.5.L.1.2</a> <a href="#">LAFS.5.L.2.3</a> <a href="#">LAFS.5.L.3.4</a> <a href="#">LAFS.5.L.3.5</a> <a href="#">LAFS.5.L.3.6</a> <a href="#">LAFS.5.RF.3.3</a> <a href="#">LAFS.5.RF.4.4</a> <a href="#">LAFS.5.SL.1.1</a> <a href="#">LAFS.5.SL.1.2</a> <a href="#">LAFS.5.SL.1.3</a> <a href="#">LAFS.5.SL.2.4</a> <a href="#">LAFS.5.SL.2.5</a></p>

<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<p><a href="#">LAFS.K12.W.1.2</a> <a href="#">LAFS.K12.W.1.3</a> <a href="#">LAFS.K12.W.2.4</a> <a href="#">LAFS.K12.W.2.5</a> <a href="#">LAFS.K12.W.2.6</a> <a href="#">LAFS.K12.W.3.7</a> <a href="#">LAFS.K12.W.3.8</a> <a href="#">LAFS.K12.W.3.9</a> <a href="#">LAFS.K12.W.4.10</a></p>	<p><a href="#">LAFS.K12.W.1.2</a> <a href="#">LAFS.K12.W.1.3</a> <a href="#">LAFS.K12.W.2.4</a> <a href="#">LAFS.K12.W.2.5</a> <a href="#">LAFS.K12.W.2.6</a> <a href="#">LAFS.K12.W.3.7</a> <a href="#">LAFS.K12.W.3.8</a> <a href="#">LAFS.K12.W.3.9</a> <a href="#">LAFS.K12.W.4.10</a></p>	<p><a href="#">LAFS.K12.W.1.2</a> <a href="#">LAFS.K12.W.1.3</a> <a href="#">LAFS.K12.W.2.4</a> <a href="#">LAFS.K12.W.2.5</a> <a href="#">LAFS.K12.W.2.6</a> <a href="#">LAFS.K12.W.3.7</a> <a href="#">LAFS.K12.W.3.8</a> <a href="#">LAFS.K12.W.3.9</a> <a href="#">LAFS.K12.W.4.10</a></p>
<p><b>Links to CCSS/NGSSS Curriculum Standards:</b></p>			
<p><b>Purpose of Planning</b></p>	<p><b><i>Non-Fiction Genres (Biographies)</i></b> <b>Q3, W25-28</b></p>	<p><b><i>Author Study (Dr. Seuss)</i></b> <b>Q4, W29-32</b></p>	<p><b><i>All about Earth</i></b> <b>Q4, W33-36</b></p>
<p><b>Unit Topic and Overview:</b></p>	<p>Read and evaluate non-fiction genres (biographies) Write acrostic and biography poems and research reports Give oral reports Research through animal study</p>	<p>Make connections with fictional stories Predict ideas in storylines based on titles and illustrated covers of fictional stories Story Mapping (outline settings, characters, plot, problem, and solution) Compare/contrast two characters, settings, or events using graphic organizers with a partner Produce and</p>	<p>Read captions and diagrams Analyze root words, suffixes, and prefixes – For example recycle, reuse, reduce evaporation, etc. Make cause/effect statements: Example- If people don't use waste baskets, then the streets will be dirty. etc. Use concept web maps and graphic organizers Collect, sort, and recycle materials or use other energy sources based on labels and realia</p>

<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to process, understand, produce, or use:</p> <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>	<p>Students should be able to process, understand, produce, or use:</p> <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>	<p>Students should be able to process, understand, produce, or use:</p> <ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
<p><b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to create poems, oral reports, research projects and an animal study.</p> <p><b>Essential Questions:</b> What can I learn from reading about famous people?</p>	<p>Students will be able to outline a story by specifying the characters, setting, plot, problem, and solution. Students will be able to demonstrate writing as a process by using prewriting, drafting, revising, editing, and publishing. Students will be able to compose their own fictional “Wacky Wednesday” story by reading Wacky Wednesday by Dr. Seuss, creating their own Wacky Wednesday picture, and then by using the picture to plan and write a story. Students will be able to apply their understating of rhyming words by including rhyming words in their own fictional story.</p> <p><b>Essential Questions:</b> What do authors do to make their stories interesting and fun to read? What is story language? How can I write good stories?</p>	<p>Students will be able to read and use concept web organizers to reinforce science vocabulary. Students will be able to recognize root words, prefixes, and suffixes. Students will be able to clarify information using if/then statements. Students will be able to describe natural occurrences of the earth and why taking care of the earth is important.</p> <p><b>Essential Questions:</b> How does the earth change throughout the year? What are some of the natural phenomenon that occurs on earth? Why is it necessary to take care of the earth?</p>

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental lessons from onestopenglish.com – CLIL for young learners</p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>
<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>

<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</li> </ul>
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<p><b>Interdisciplinary Lessons &amp; Projects:</b></p> <p>*State additional content areas and title all lesson(s) and project(s)</p>	<p>Language skills/Writing skills- acrostic poem writing, biography poem, and oral reports (accompanying a simple research project)</p> <p>Social Studies skills: complete a simple research project by choosing an influential person from a class list and sharing who they are and what they have contributed as important people to society, listen to jazz music and learn about its history</p> <p>Science skills- Animal Study (groundhogs or penguins)- How do animals increase my knowledge and appreciation of the natural world? What resources can I use to obtain information about animals?</p>	<p>Character Education - kindness</p> <p>Reading - make connections (text-to-text, text-to-self, text-to-world), predict, summarize, and question</p> <p>Writing – story mapping, pre-writing, paragraphs, drafting, revising, editing, publishing, and rhyming</p> <p>Dress up like a Dr. Seuss character and act out a part of one of his books</p> <p>Have a guest reader come into the classroom</p>	<p>Character education- Responsibility – Taking care of the earth</p> <p>Math – reading temperature in Celsius and Fahrenheit, circumference, diameter of the earth</p> <p>Research skills using media centers</p> <p>Language Arts- Poetry, folklore, Native American tales that explain natural occurrences on Earth</p> <p>Social Studies – Clothing and activities throughout the year</p>
<p><b>Honors Course Differentiation(s):</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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