



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3

Purpose of Planning	<i>A world of difference</i> Q1, W1-3	<i>The working week</i> Q1, W4-6	<i>Good times, bad times</i> Q1, W7-9
Unit Topic and Overview:	<p>Diagnostic Testing – Leveling Students will practice vocabulary focusing on parts of speech, collocations, word formation, and spelling. Students will practice writing focusing on narrative writing with descriptions and correcting common mistakes. Students will participate in reading informational and narrative texts focusing on descriptions of people and current events. Students will participate in listening focusing on basic conversation patterns and describing people. Student will participate in speaking exercises and discussions focusing vowel sounds, sounding polite, everyday situations, exchanging information, and everyday interactions. Students will practice grammar focusing on reviewing tenses, auxiliary verb, and questions with short answers.</p>	<p>Students will practice vocabulary focusing on positive and negative adjectives and free time activities. Students will practice grammar focusing on present simple and continuous tenses, state verbs, passive voice, and adverbs phrases of frequency. Students will participate in reading informational and narrative texts focusing on descriptions of work and current events. Students will participate in listening focusing on conversations with colloquial expressions. Student will participate in speaking exercises and discussions focusing on jobs, interviews, and free time activities. Students will practice writing focusing on formal and informal writing.</p>	<p>Students will practice vocabulary focusing on opinion giving. Students will practice grammar focusing on past simple, perfect, and continuous tenses and “used to”. Students will participate in reading informational and narrative texts focusing on narrative tenses and story structure. Students will participate in listening focusing on narrative tenses and interviews. Student will participate in speaking exercises and discussions focusing on giving opinions and paraphrasing. Students will practice writing focusing on narrative writing with plot structure and positions of adverbs and adjectives.</p>



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3**

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> participate in conversations on familiar topics in some social situations; recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; use appropriately some features of language that indicate different levels of formality in English; demonstrate comprehension of key information from media works. respond to a range of short fiction and non-fiction texts, using a variety of strategies; demonstrate knowledge of English vocabulary related to classroom studies; read texts with familiar content or vocabulary, using a variety of reading strategies; write in a variety of forms; use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> participate in conversations on familiar topics in some social situations; recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; use appropriately some features of language that indicate different levels of formality in English; demonstrate comprehension of key information from media works. respond to a range of short fiction and non-fiction texts, using a variety of strategies; demonstrate knowledge of English vocabulary related to classroom studies; read texts with familiar content or vocabulary, using a variety of reading strategies; write in a variety of forms; use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> participate in conversations on familiar topics in some social situations; recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; use appropriately some features of language that indicate different levels of formality in English; demonstrate comprehension of key information from media works. respond to a range of short fiction and non-fiction texts, using a variety of strategies; demonstrate knowledge of English vocabulary related to classroom studies; read texts with familiar content or vocabulary, using a variety of reading strategies; write in a variety of forms; use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work.
---	---	---	---



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3**

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; communicate orally, using a variety of the conventions of English grammar with some accuracy; use appropriately a variety of features of formal and informal communication in English; create and analyze a variety of media works. choose and read books at the appropriate reading level for a variety of purposes; demonstrate knowledge of subject-specific terms; read for specific purposes, with teacher guidance; locate and evaluate resource materials for guided research, with teacher guidance. write in a variety of forms for various purposes and audiences; use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; arrange ideas in logical order and present them in linked sentences and simple paragraphs; use a variety of sentence patterns and conventions of standard English with some accuracy in written work. use knowledge of American culture and history in school and social situations; respond appropriately in most teaching and learning situations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; communicate orally, using a variety of the conventions of English grammar with some accuracy; use appropriately a variety of features of formal and informal communication in English; create and analyze a variety of media works. choose and read books at the appropriate reading level for a variety of purposes; demonstrate knowledge of subject-specific terms; read for specific purposes, with teacher guidance; locate and evaluate resource materials for guided research, with teacher guidance. write in a variety of forms for various purposes and audiences; use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; arrange ideas in logical order and present them in linked sentences and simple paragraphs; use a variety of sentence patterns and conventions of standard English with some accuracy in written work. use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; communicate orally, using a variety of the conventions of English grammar with some accuracy; use appropriately a variety of features of formal and informal communication in English; create and analyze a variety of media works. choose and read books at the appropriate reading level for a variety of purposes; demonstrate knowledge of subject-specific terms; read for specific purposes, with teacher guidance; locate and evaluate resource materials for guided research, with teacher guidance. write in a variety of forms for various purposes and audiences; use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; arrange ideas in logical order and present them in linked sentences and simple paragraphs; use a variety of sentence patterns and conventions of standard English with some accuracy in written work. use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>
--	--	--	--



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3**

<p>Anchor Text and Supplemental Texts *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 Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • 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> 	<ul style="list-style-type: none"> • 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> 	<ul style="list-style-type: none"> • 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>



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3

<p>Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> Speaking evaluation with rubric Vocabulary and Grammar Quizzes <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs Graded writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> Speaking evaluation with rubric Vocabulary and Grammar Quizzes <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs Graded writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> Speaking evaluation with rubric Vocabulary and Grammar Quizzes <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs Graded writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) Exit slip <p>Objective:</p> <ul style="list-style-type: none"> 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>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL – Social Studies/Geography: “One school, 71 languages” News lesson and Webquest about kids in a school in south London. They come from 60 countries and speak a total of 71 languages at home.</p> <p>Writing project: <u>One World 01: An interview</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL – Social Studies/Geography: Activities on climate change, global warming, and key cities and countries around the world.</p> <p>Science: <u>Environment vocabulary</u></p> <p>Writing project: <u>One World 02: Where am I?</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL – Humanities/Literature: <u>The History of Money</u> <u>Reading: How English is English?</u> <u>Reading: Django Reinhardt</u> <u>Poor Persephone!</u> <u>Unusual laws from around the world</u> <u>Great Composers</u> <u>Charles Dickens</u> <u>Shakespeare</u> Writing project: <u>One World 03: The sports page</u></p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3

<p>Integrated Common Core Standards (List): *See Below for Links</p>	<p>ELD.K12.ELL.LA.1 ELD.K12.ELL.MA.1 ELD.K12.ELL.SC.1 ELD.K12.ELL.SI.1 ELD.K12.ELL.SS.1 LAFS.6.L.1.1 LAFS.6.L.1.2 LAFS.6.L.2.3 LAFS.6.L.3.6 LAFS.6.RI.1.1 LAFS.6.RI.1.2 LAFS.6.RI.1.3 LAFS.6.RI.2.4 LAFS.6.RI.2.5 LAFS.6.RI.3.7 LAFS.6.RI.3.8 LAFS.6.RI.3.9 LAFS.6.RI.4.10 LAFS.6.RL.1.1 LAFS.6.RL.2.4 LAFS.6.RL.3.7 LAFS.6.RL.4.10 LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.1.3 LAFS.6.SL.2.4 LAFS.6.SL.2.5 LAFS.6.SL.2.6</p>	<p>ELD.K12.ELL.LA.1 ELD.K12.ELL.MA.1 ELD.K12.ELL.SC.1 ELD.K12.ELL.SI.1 ELD.K12.ELL.SS.1 LAFS.6.L.1.1 LAFS.6.L.1.2 LAFS.6.L.2.3 LAFS.6.L.3.6 LAFS.6.RI.1.1 LAFS.6.RI.1.2 LAFS.6.RI.1.3 LAFS.6.RI.2.4 LAFS.6.RI.2.5 LAFS.6.RI.3.7 LAFS.6.RI.3.8 LAFS.6.RI.3.9 LAFS.6.RI.4.10 LAFS.6.RL.1.1 LAFS.6.RL.2.4 LAFS.6.RL.3.7 LAFS.6.RL.4.10 LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.1.3 LAFS.6.SL.2.4 LAFS.6.SL.2.5 LAFS.6.SL.2.6</p>	<p>ELD.K12.ELL.LA.1 ELD.K12.ELL.MA.1 ELD.K12.ELL.SC.1 ELD.K12.ELL.SI.1 ELD.K12.ELL.SS.1 LAFS.6.L.1.1 LAFS.6.L.1.2 LAFS.6.L.2.3 LAFS.6.L.3.6 LAFS.6.RI.1.1 LAFS.6.RI.1.2 LAFS.6.RI.1.3 LAFS.6.RI.2.4 LAFS.6.RI.2.5 LAFS.6.RI.3.7 LAFS.6.RI.3.8 LAFS.6.RI.3.9 LAFS.6.RI.4.10 LAFS.6.RL.1.1 LAFS.6.RL.2.4 LAFS.6.RL.3.7 LAFS.6.RL.4.10 LAFS.6.SL.1.1 LAFS.6.SL.1.2 LAFS.6.SL.1.3 LAFS.6.SL.2.4 LAFS.6.SL.2.5 LAFS.6.SL.2.6</p>
---	--	--	--



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 3**

<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.1.3 LAFS.6.W.2.4 LAFS.6.W.2.5 LAFS.6.W.2.6 LAFS.6.W.3.7 LAFS.6.W.3.8 LAFS.6.W.4.10</p>	<p>LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.1.3 LAFS.6.W.2.4 LAFS.6.W.2.5 LAFS.6.W.2.6 LAFS.6.W.3.7 LAFS.6.W.3.8 LAFS.6.W.4.10</p>	<p>LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.1.3 LAFS.6.W.2.4 LAFS.6.W.2.5 LAFS.6.W.2.6 LAFS.6.W.3.7 LAFS.6.W.3.8 LAFS.6.W.4.10</p>
<p>Links to CCSS Curriculum Standards: *Science follows NGSSS</p>			

Purpose of Planning	<i>Getting it right</i> Q2, W10-12	<i>Our changing world</i> Q 2, W13-15	<i>What matters to me</i> Q2, W16-18
Unit Topic and Overview:	<p>Students will practice vocabulary focusing on phrasal verbs and polite requests and offers.</p> <p>Students will practice grammar focusing on modals and related verbs for expressing advice, permission, and obligation.</p> <p>Students will participate in reading informational and narrative texts focusing on the development of society.</p> <p>Students will participate in listening focusing on conversations about rules and philosophies for society.</p> <p>Student will participate in speaking exercises and discussions focusing on expressing opinions.</p> <p>Students will practice writing focusing on informational writing (biographies), research and complex sentence structures.</p>	<p>Students will practice vocabulary focusing on word building with prefixes and suffixes.</p> <p>Students will practice writing focusing on informational writing, issues, and presenting.</p> <p>Students will participate in reading informational and narrative texts focusing on the progression of science and technology.</p> <p>Students will participate in listening focusing on lectures.</p> <p>Student will participate in speaking exercises and discussions focusing on expressing arguments and predictions.</p> <p>Students will practice grammar focusing on all future forms and future possibilities.</p>	<p>Students will practice vocabulary focusing on describing people, places, and things with complex and compound adjectives and adverbs.</p> <p>Students will practice writing focusing on expository writing and using relative pronouns.</p> <p>Students will participate in reading informational and narrative texts focusing on descriptions of rooms.</p> <p>Students will participate in listening focusing on conversations describing family relationships.</p> <p>Student will participate in speaking exercises and discussions focusing on intonation, stress, timed conversations, and comparing family members.</p> <p>Students will practice grammar focusing on information questions.</p>

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work.
---	---	---	---

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; • respond appropriately in most teaching and learning situations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>
--	--	--	--

<p>Anchor Text and Supplemental Texts *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 Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>
<p>Instructional Practices: * 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 style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL – Health/Science/Mathmatics: <u>Nutrition: You are what you eat</u> <u>Which diet?</u></p> <p>Writing project: <u>One World 04: The problem page</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL – Business/Economics: <u>See the world</u></p> <p>Students work in pairs to discuss the potential problems associated with tourism while learning new business vocabulary.</p> <p><u>Who gets the money</u></p> <p>Students develop and present a business plan while practicing the present tense in future time clauses.</p> <p>Writing project: <u>One World 05: The adverts page</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL – Business/Tourism/Social Studies: Collaborative project for the whole class and lesson plan that deals with different aspects of business: travel, negotiations, buying and selling, advertising, slogans and currency.</p> <p>Writing project: <u>One World 06: Trivia/Quiz page</u></p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<u>ELD.K12.ELL.LA.1</u>	<u>ELD.K12.ELL.LA.1</u>	<u>ELD.K12.ELL.LA.1</u>
	<u>ELD.K12.ELL.MA.1</u>	<u>ELD.K12.ELL.MA.1</u>	<u>ELD.K12.ELL.MA.1</u>
	<u>ELD.K12.ELL.SC.1</u>	<u>ELD.K12.ELL.SC.1</u>	<u>ELD.K12.ELL.SC.1</u>
	<u>ELD.K12.ELL.SI.1</u>	<u>ELD.K12.ELL.SI.1</u>	<u>ELD.K12.ELL.SI.1</u>
	<u>ELD.K12.ELL.SS.1</u>	<u>ELD.K12.ELL.SS.1</u>	<u>ELD.K12.ELL.SS.1</u>
	<u>LAFS.6.L.1.1</u>	<u>LAFS.6.L.1.1</u>	<u>LAFS.6.L.1.1</u>
	<u>LAFS.6.L.1.2</u>	<u>LAFS.6.L.1.2</u>	<u>LAFS.6.L.1.2</u>
	<u>LAFS.6.L.2.3</u>	<u>LAFS.6.L.2.3</u>	<u>LAFS.6.L.2.3</u>
	<u>LAFS.6.L.3.6</u>	<u>LAFS.6.L.3.6</u>	<u>LAFS.6.L.3.6</u>
	<u>LAFS.6.RI.1.1</u>	<u>LAFS.6.RI.1.1</u>	<u>LAFS.6.RI.1.1</u>
	<u>LAFS.6.RI.1.2</u>	<u>LAFS.6.RI.1.2</u>	<u>LAFS.6.RI.1.2</u>
	<u>LAFS.6.RI.1.3</u>	<u>LAFS.6.RI.1.3</u>	<u>LAFS.6.RI.1.3</u>
	<u>LAFS.6.RI.2.4</u>	<u>LAFS.6.RI.2.4</u>	<u>LAFS.6.RI.2.4</u>
	<u>LAFS.6.RI.2.5</u>	<u>LAFS.6.RI.2.5</u>	<u>LAFS.6.RI.2.5</u>
	<u>LAFS.6.RI.3.7</u>	<u>LAFS.6.RI.3.7</u>	<u>LAFS.6.RI.3.7</u>
	<u>LAFS.6.RI.3.8</u>	<u>LAFS.6.RI.3.8</u>	<u>LAFS.6.RI.3.8</u>
	<u>LAFS.6.RI.3.9</u>	<u>LAFS.6.RI.3.9</u>	<u>LAFS.6.RI.3.9</u>
	<u>LAFS.6.RI.4.10</u>	<u>LAFS.6.RI.4.10</u>	<u>LAFS.6.RI.4.10</u>
	<u>LAFS.6.RL.1.1</u>	<u>LAFS.6.RL.1.1</u>	<u>LAFS.6.RL.1.1</u>
	<u>LAFS.6.RL.2.4</u>	<u>LAFS.6.RL.2.4</u>	<u>LAFS.6.RL.2.4</u>
	<u>LAFS.6.RL.3.7</u>	<u>LAFS.6.RL.3.7</u>	<u>LAFS.6.RL.3.7</u>
	<u>LAFS.6.RL.4.10</u>	<u>LAFS.6.RL.4.10</u>	<u>LAFS.6.RL.4.10</u>
	<u>LAFS.6.SL.1.1</u>	<u>LAFS.6.SL.1.1</u>	<u>LAFS.6.SL.1.1</u>
	<u>LAFS.6.SL.1.2</u>	<u>LAFS.6.SL.1.2</u>	<u>LAFS.6.SL.1.2</u>
	<u>LAFS.6.SL.1.3</u>	<u>LAFS.6.SL.1.3</u>	<u>LAFS.6.SL.1.3</u>
	<u>LAFS.6.SL.2.4</u>	<u>LAFS.6.SL.2.4</u>	<u>LAFS.6.SL.2.4</u>
<u>LAFS.6.SL.2.5</u>	<u>LAFS.6.SL.2.5</u>	<u>LAFS.6.SL.2.5</u>	
<u>LAFS.6.SL.2.6</u>	<u>LAFS.6.SL.2.6</u>	<u>LAFS.6.SL.2.6</u>	

<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p><u>LAFS.6.W.1.1</u> <u>LAFS.6.W.1.2</u> <u>LAFS.6.W.1.3</u> <u>LAFS.6.W.2.4</u> <u>LAFS.6.W.2.5</u> <u>LAFS.6.W.2.6</u> <u>LAFS.6.W.3.7</u> <u>LAFS.6.W.3.8</u> <u>LAFS.6.W.4.10</u></p>	<p><u>LAFS.6.W.1.1</u> <u>LAFS.6.W.1.2</u> <u>LAFS.6.W.1.3</u> <u>LAFS.6.W.2.4</u> <u>LAFS.6.W.2.5</u> <u>LAFS.6.W.2.6</u> <u>LAFS.6.W.3.7</u> <u>LAFS.6.W.3.8</u> <u>LAFS.6.W.4.10</u></p>	<p><u>LAFS.6.W.1.1</u> <u>LAFS.6.W.1.2</u> <u>LAFS.6.W.1.3</u> <u>LAFS.6.W.2.4</u> <u>LAFS.6.W.2.5</u> <u>LAFS.6.W.2.6</u> <u>LAFS.6.W.3.7</u> <u>LAFS.6.W.3.8</u> <u>LAFS.6.W.4.10</u></p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>			

Purpose of Planning	<i>Passions and fashions</i> Q3, W19-21	<i>No fear!</i> Q3, W22-24	<i>It depends on how you look at it</i> Q3, W25-27
Unit Topic and Overview:	<p>Students will practice vocabulary focusing on adjectives to express likes and dislikes.</p> <p>Students will practice writing focusing on expository writing through a describing a family member.</p> <p>Students will participate in reading informational and narrative texts focusing on historical events.</p> <p>Students will participate in listening focusing on interviews about interests.</p> <p>Student will participate in speaking exercises and discussions focusing on intonation for agreement, sympathy and pleasure, and expressing opinions.</p> <p>Students will practice grammar focusing on present perfect simple, continuous, and passive, and adverb time clauses.</p>	<p>Students will practice vocabulary focusing on collocations and idioms.</p> <p>Students will practice writing focusing on organization, information, creating interest, and descriptive language.</p> <p>Students will participate in reading informational and narrative texts focusing on historical events involving travel and risk.</p> <p>Students will participate in listening focusing on conversations and interviews talking about fear.</p> <p>Student will participate in speaking exercises and discussions focusing on making comparisons.</p> <p>Students will practice grammar focusing on gerunds and infinitives.</p>	<p>Students will practice vocabulary focusing on synonyms and expressions for dealing with money.</p> <p>Students will practice writing focusing on writing an argumentative essay.</p> <p>Students will participate in reading informational and narrative texts focusing on crime and punishment.</p> <p>Students will participate in listening focusing on interviews and conversations describing moral dilemmas.</p> <p>Student will participate in speaking exercises and discussions focusing on hypothetical scenarios and debates.</p> <p>Students will practice grammar focusing on second and third conditionals, and modals of past possibility.</p>

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work.
---	---	---	---

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; • respond appropriately in most teaching and learning situations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>
--	--	--	--

<p>Anchor Text and Supplemental Texts *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 Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>
<p>Instructional Practices: * 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>Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective:</p> <ul style="list-style-type: none"> • 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>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL: History <u>Ancient Egypt</u> <u>Marco Polo</u> <u>Blackbeard the pirate</u></p> <p>Writing project: <u>One World 07: The fashion page</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>Writing project: <u>One World 08: The review page</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL: Geography/Business/Tourism <u>In the city</u></p> <p>Students learn about India’s capital city and then write a web page to promote a city of their choice.</p> <p>Writing project: <u>One World 09: Horoscopes</u></p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p><u>ELD.K12.ELL.LA.1</u> <u>ELD.K12.ELL.MA.1</u> <u>ELD.K12.ELL.SC.1</u> <u>ELD.K12.ELL.SI.1</u> <u>ELD.K12.ELL.SS.1</u> <u>LAFS.6.L.1.1</u> <u>LAFS.6.L.1.2</u> <u>LAFS.6.L.2.3</u> <u>LAFS.6.L.3.6</u> <u>LAFS.6.RI.1.1</u> <u>LAFS.6.RI.1.2</u> <u>LAFS.6.RI.1.3</u> <u>LAFS.6.RI.2.4</u> <u>LAFS.6.RI.2.5</u> <u>LAFS.6.RI.3.7</u> <u>LAFS.6.RI.3.8</u> <u>LAFS.6.RI.3.9</u> <u>LAFS.6.RI.4.10</u> <u>LAFS.6.RL.1.1</u> <u>LAFS.6.RL.2.4</u> <u>LAFS.6.RL.3.7</u> <u>LAFS.6.RL.4.10</u> <u>LAFS.6.SL.1.1</u> <u>LAFS.6.SL.1.2</u> <u>LAFS.6.SL.1.3</u> <u>LAFS.6.SL.2.4</u> <u>LAFS.6.SL.2.5</u> <u>LAFS.6.SL.2.6</u></p>	<p><u>ELD.K12.ELL.LA.1</u> <u>ELD.K12.ELL.MA.1</u> <u>ELD.K12.ELL.SC.1</u> <u>ELD.K12.ELL.SI.1</u> <u>ELD.K12.ELL.SS.1</u> <u>LAFS.6.L.1.1</u> <u>LAFS.6.L.1.2</u> <u>LAFS.6.L.2.3</u> <u>LAFS.6.L.3.6</u> <u>LAFS.6.RI.1.1</u> <u>LAFS.6.RI.1.2</u> <u>LAFS.6.RI.1.3</u> <u>LAFS.6.RI.2.4</u> <u>LAFS.6.RI.2.5</u> <u>LAFS.6.RI.3.7</u> <u>LAFS.6.RI.3.8</u> <u>LAFS.6.RI.3.9</u> <u>LAFS.6.RI.4.10</u> <u>LAFS.6.RL.1.1</u> <u>LAFS.6.RL.2.4</u> <u>LAFS.6.RL.3.7</u> <u>LAFS.6.RL.4.10</u> <u>LAFS.6.SL.1.1</u> <u>LAFS.6.SL.1.2</u> <u>LAFS.6.SL.1.3</u> <u>LAFS.6.SL.2.4</u> <u>LAFS.6.SL.2.5</u> <u>LAFS.6.SL.2.6</u></p>	<p><u>ELD.K12.ELL.LA.1</u> <u>ELD.K12.ELL.MA.1</u> <u>ELD.K12.ELL.SC.1</u> <u>ELD.K12.ELL.SI.1</u> <u>ELD.K12.ELL.SS.1</u> <u>LAFS.6.L.1.1</u> <u>LAFS.6.L.1.2</u> <u>LAFS.6.L.2.3</u> <u>LAFS.6.L.3.6</u> <u>LAFS.6.RI.1.1</u> <u>LAFS.6.RI.1.2</u> <u>LAFS.6.RI.1.3</u> <u>LAFS.6.RI.2.4</u> <u>LAFS.6.RI.2.5</u> <u>LAFS.6.RI.3.7</u> <u>LAFS.6.RI.3.8</u> <u>LAFS.6.RI.3.9</u> <u>LAFS.6.RI.4.10</u> <u>LAFS.6.RL.1.1</u> <u>LAFS.6.RL.2.4</u> <u>LAFS.6.RL.3.7</u> <u>LAFS.6.RL.4.10</u> <u>LAFS.6.SL.1.1</u> <u>LAFS.6.SL.1.2</u> <u>LAFS.6.SL.1.3</u> <u>LAFS.6.SL.2.4</u> <u>LAFS.6.SL.2.5</u> <u>LAFS.6.SL.2.6</u></p>
---	--	--	--

<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p><u>LAFS.6.W.1.1</u> <u>LAFS.6.W.1.2</u> <u>LAFS.6.W.1.3</u> <u>LAFS.6.W.2.4</u> <u>LAFS.6.W.2.5</u> <u>LAFS.6.W.2.6</u> <u>LAFS.6.W.3.7</u> <u>LAFS.6.W.3.8</u> <u>LAFS.6.W.4.10</u></p>	<p><u>LAFS.6.W.1.1</u> <u>LAFS.6.W.1.2</u> <u>LAFS.6.W.1.3</u> <u>LAFS.6.W.2.4</u> <u>LAFS.6.W.2.5</u> <u>LAFS.6.W.2.6</u> <u>LAFS.6.W.3.7</u> <u>LAFS.6.W.3.8</u> <u>LAFS.6.W.4.10</u></p>	<p><u>LAFS.6.W.1.1</u> <u>LAFS.6.W.1.2</u> <u>LAFS.6.W.1.3</u> <u>LAFS.6.W.2.4</u> <u>LAFS.6.W.2.5</u> <u>LAFS.6.W.2.6</u> <u>LAFS.6.W.3.7</u> <u>LAFS.6.W.3.8</u> <u>LAFS.6.W.4.10</u></p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>			

Purpose of Planning	<i>All things high tech</i> Q 4, W28-30	<i>Modals of probability</i> Q4, W31-33	<i>Telling it how it is</i> Q 4, W34-36
Unit Topic and Overview:	<p>Students will practice vocabulary focusing on compound nouns.</p> <p>Students will practice writing focusing on research and writing an expository essay on a city.</p> <p>Students will participate in reading informational and narrative texts focusing on architecture old and new.</p> <p>Students will participate in listening focusing on lectures about science and technology.</p> <p>Student will participate in speaking exercises and discussions focusing on expressing opinions about technology.</p> <p>Students will practice grammar focusing on noun phrases.</p>	<p>Students will practice vocabulary focusing on phrasal verbs with out and up.</p> <p>Students will practice writing focusing on transition words and phrases.</p> <p>Students will participate in reading informational and narrative texts focusing on the adventures of Sherlock Holmes.</p> <p>Students will participate in listening focusing on conversations on possibilities and mysteries.</p> <p>Student will participate in speaking exercises and discussions focusing on expressing attitude and paraphrasing.</p> <p>Students will practice grammar focusing on modals of probability.</p>	<p>Students will practice vocabulary focusing on reporting verbs, clichés, and ways of speaking.</p> <p>Students will practice writing focusing on correcting mistakes and writing a thank-you email.</p> <p>Students will participate in reading informational and narrative texts focusing on influential people in society.</p> <p>Students will participate in listening focusing on inaccuracies in conversations.</p> <p>Student will participate in speaking exercises and discussions focusing on exchanging technical and academic information.</p> <p>Students will practice grammar focusing on reported speech, reported thoughts, and reported questions.</p>

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • participate in conversations on familiar topics in some social situations; • recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech; • understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used; • communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency; • use appropriately some features of language that indicate different levels of formality in English; • demonstrate comprehension of key information from media works. • respond to a range of short fiction and non-fiction texts, using a variety of strategies; • demonstrate knowledge of English vocabulary related to classroom studies; • read texts with familiar content or vocabulary, using a variety of reading strategies; • write in a variety of forms; • use a variety of simple sentence patterns and basic conventions of standard English with some accuracy in written work.
---	---	---	---

<p style="text-align: center;">Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; • respond appropriately in most teaching and learning situations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions; • communicate orally, using a variety of the conventions of English grammar with some accuracy; • use appropriately a variety of features of formal and informal communication in English; • create and analyze a variety of media works. • choose and read books at the appropriate reading level for a variety of purposes; • demonstrate knowledge of subject-specific terms; • read for specific purposes, with teacher guidance; • locate and evaluate resource materials for guided research, with teacher guidance. • write in a variety of forms for various purposes and audiences; • use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization; • arrange ideas in logical order and present them in linked sentences and simple paragraphs; • use a variety of sentence patterns and conventions of standard English with some accuracy in written work. • use knowledge of American culture and history in school and social situations; <p>respond appropriately in most teaching and learning situations.</p>
--	--	--	--

<p>Anchor Text and Supplemental Texts *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 Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Intermediate Grammar Form and Function 3</i> <i>Clear Grammar 3</i> <i>Focus on Grammar 5</i></p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>	<p>https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/</p>
<p>Instructional Practices: * 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>Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective: 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>Formal:</p> <ul style="list-style-type: none"> • Speaking evaluation with rubric • Vocabulary and Grammar Quizzes • <i>Success Maker</i> and <i>Rosetta Stone</i> level progression programs • Graded writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”) • Exit slip <p>Objective:</p> <ul style="list-style-type: none"> • 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>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL: Science/Technology <u>Recognizing symbols and abbreviations used in IT</u> <u>Inventions</u></p> <p>Writing project: <u>One World 10: Cover and contents</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL: Social Studies <u>The right thing</u></p> <p>Students work in pairs to discuss some of the problems in the developing world and identify possible solutions.</p> <p>Writing project: <u>One World 11: Quiz</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i></p> <p>CLIL: History <u>Christopher Columbus</u> <u>Harriet Tubman and the Underground Railway</u> <u>Mayans and Incas</u></p> <p>Writing project: <u>One World 12: The editorial</u></p>
<p>Honors Course Differentiation(s) :</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p style="text-align: center;">Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<u>ELD.K12.ELL.LA.1</u>	<u>ELD.K12.ELL.LA.1</u>	<u>ELD.K12.ELL.LA.1</u>
	<u>ELD.K12.ELL.MA.1</u>	<u>ELD.K12.ELL.MA.1</u>	<u>ELD.K12.ELL.MA.1</u>
	<u>ELD.K12.ELL.SC.1</u>	<u>ELD.K12.ELL.SC.1</u>	<u>ELD.K12.ELL.SC.1</u>
	<u>ELD.K12.ELL.SI.1</u>	<u>ELD.K12.ELL.SI.1</u>	<u>ELD.K12.ELL.SI.1</u>
	<u>ELD.K12.ELL.SS.1</u>	<u>ELD.K12.ELL.SS.1</u>	<u>ELD.K12.ELL.SS.1</u>
	<u>LAFS.6.L.1.1</u>	<u>LAFS.6.L.1.1</u>	<u>LAFS.6.L.1.1</u>
	<u>LAFS.6.L.1.2</u>	<u>LAFS.6.L.1.2</u>	<u>LAFS.6.L.1.2</u>
	<u>LAFS.6.L.2.3</u>	<u>LAFS.6.L.2.3</u>	<u>LAFS.6.L.2.3</u>
	<u>LAFS.6.L.3.6</u>	<u>LAFS.6.L.3.6</u>	<u>LAFS.6.L.3.6</u>
	<u>LAFS.6.RI.1.1</u>	<u>LAFS.6.RI.1.1</u>	<u>LAFS.6.RI.1.1</u>
	<u>LAFS.6.RI.1.2</u>	<u>LAFS.6.RI.1.2</u>	<u>LAFS.6.RI.1.2</u>
	<u>LAFS.6.RI.1.3</u>	<u>LAFS.6.RI.1.3</u>	<u>LAFS.6.RI.1.3</u>
	<u>LAFS.6.RI.2.4</u>	<u>LAFS.6.RI.2.4</u>	<u>LAFS.6.RI.2.4</u>
	<u>LAFS.6.RI.2.5</u>	<u>LAFS.6.RI.2.5</u>	<u>LAFS.6.RI.2.5</u>
	<u>LAFS.6.RI.3.7</u>	<u>LAFS.6.RI.3.7</u>	<u>LAFS.6.RI.3.7</u>
	<u>LAFS.6.RI.3.8</u>	<u>LAFS.6.RI.3.8</u>	<u>LAFS.6.RI.3.8</u>
	<u>LAFS.6.RI.3.9</u>	<u>LAFS.6.RI.3.9</u>	<u>LAFS.6.RI.3.9</u>
	<u>LAFS.6.RI.4.10</u>	<u>LAFS.6.RI.4.10</u>	<u>LAFS.6.RI.4.10</u>
	<u>LAFS.6.RL.1.1</u>	<u>LAFS.6.RL.1.1</u>	<u>LAFS.6.RL.1.1</u>
	<u>LAFS.6.RL.2.4</u>	<u>LAFS.6.RL.2.4</u>	<u>LAFS.6.RL.2.4</u>
	<u>LAFS.6.RL.3.7</u>	<u>LAFS.6.RL.3.7</u>	<u>LAFS.6.RL.3.7</u>
	<u>LAFS.6.RL.4.10</u>	<u>LAFS.6.RL.4.10</u>	<u>LAFS.6.RL.4.10</u>
	<u>LAFS.6.SL.1.1</u>	<u>LAFS.6.SL.1.1</u>	<u>LAFS.6.SL.1.1</u>
	<u>LAFS.6.SL.1.2</u>	<u>LAFS.6.SL.1.2</u>	<u>LAFS.6.SL.1.2</u>
	<u>LAFS.6.SL.1.3</u>	<u>LAFS.6.SL.1.3</u>	<u>LAFS.6.SL.1.3</u>
	<u>LAFS.6.SL.2.4</u>	<u>LAFS.6.SL.2.4</u>	<u>LAFS.6.SL.2.4</u>
<u>LAFS.6.SL.2.5</u>	<u>LAFS.6.SL.2.5</u>	<u>LAFS.6.SL.2.5</u>	
<u>LAFS.6.SL.2.6</u>	<u>LAFS.6.SL.2.6</u>	<u>LAFS.6.SL.2.6</u>	

<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.1.3 LAFS.6.W.2.4 LAFS.6.W.2.5 LAFS.6.W.2.6 LAFS.6.W.3.7 LAFS.6.W.3.8 LAFS.6.W.4.10</p>	<p>LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.1.3 LAFS.6.W.2.4 LAFS.6.W.2.5 LAFS.6.W.2.6 LAFS.6.W.3.7 LAFS.6.W.3.8 LAFS.6.W.4.10</p>	<p>LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.1.3 LAFS.6.W.2.4 LAFS.6.W.2.5 LAFS.6.W.2.6 LAFS.6.W.3.7 LAFS.6.W.3.8 LAFS.6.W.4.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>			