



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Middle School ESOL – Level 1

Purpose of Planning	<i>You and me</i> Q1, W1-3	<i>A good job!</i> Q1, W4-6	<i>Work hard, play hard!</i> Q1, W7-9
Unit Topic and Overview:	<p>Diagnostic Testing – Leveling Students will practice vocabulary focusing on everyday conversations, personal information, adjectives, and family. Students will practice writing focusing on writing in a journal. Students will participate in reading informational and narrative texts focusing on personal narratives. Students will participate in listening focusing on personal information and describing people. Student will participate in speaking exercises focusing on introducing yourself. Students will practice grammar focusing on “to be” and pronouns.</p>	<p>Students will practice vocabulary focusing on verbs, time, and types of jobs. Students will practice grammar focusing on present simple, questions, and negatives. Students will participate in reading informational and narrative texts focusing on descriptions of jobs. Students will participate in listening focusing on conversations about jobs. Student will participate in speaking exercises and discussions focusing on roleplaying a job. Students will practice writing focusing on using pronouns and rewriting a text.</p>	<p>Students will practice vocabulary focusing on verbs, social expressions, and free-time activities. Students will practice grammar focusing on present simple and adverbs of frequency. Students will participate in reading informational and narrative texts focusing on town and country weekend activities. Students will participate in listening focusing on conversations about free-time activities. Student will participate in speaking exercises and discussions focusing on interviewing. Students will practice writing focusing on giving personal information.</p>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize



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<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"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non- fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non- fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non- fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines.
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Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i>	Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i>	Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i>
Multi-Media Links: *Videos, presentations, any and all supplemental online material.	https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/	https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/	https://www.flocabulary.com http://www.breakingnewsenglish.com/ http://myenglishimages.com https://getkahoot.com/ http://ed.ted.com/
Instructional Practices: * Various Instructional Modalities, including Technology used	<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>



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<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> 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. Writing project: <u>One World 01: An interview</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i> CLIL – Social Studies/Geography: Activities on climate change, global warming, and key cities and countries around the world. Science: <u>Environment vocabulary</u> Writing project: <u>One World 02: Where am I?</u></p>	<p>Social Studies: Current event discussions through <i>Breaking News English</i> 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>



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<p>Integrated Common Core 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>



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<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 NGSS</p>			

Purpose of Planning	<i>Somewhere to live</i> Q2, W10-12	<i>Super me!</i> Q 2, W13-15	<i>Life's ups and downs</i> Q2, W16-18
Unit Topic and Overview:	<p>Students will practice vocabulary focusing on things in the house and street, and adjectives.</p> <p>Students will practice grammar focusing on pronouns (this, that, these, those).</p> <p>Students will participate in reading informational and narrative texts focusing on descriptions of places.</p> <p>Students will participate in listening focusing on conversations about describing objects.</p> <p>Student will participate in speaking exercises and discussions focusing on famous places.</p> <p>Students will practice writing focusing on describing your home.</p>	<p>Students will practice vocabulary focusing on words that go together and prepositions.</p> <p>Students will practice writing focusing on writing a formal email.</p> <p>Students will participate in reading informational and narrative texts focusing on biographies.</p> <p>Students will participate in listening focusing on lectures about other people.</p> <p>Student will participate in speaking exercises and discussions focusing on talking about abilities.</p> <p>Students will practice grammar focusing on can/can't and adverbs.</p>	<p>Students will practice vocabulary focusing on regular verbs, irregular verbs, and describing feelings and things.</p> <p>Students will practice writing focusing on writing a biography.</p> <p>Students will participate in reading informational and narrative texts focusing on how to find happiness.</p> <p>Students will participate in listening focusing on interviews and conversations that express feelings.</p> <p>Student will participate in speaking exercises and discussions focusing on talking about oneself and others.</p> <p>Students will practice grammar focusing on past simple and time expressions.</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"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize
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<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"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines.
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<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></p> <p>Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</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 – 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>

Honors Course Differentiation(s):	N/A	N/A	N/A
<p>Integrated Common Core or NGSS 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>

<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>Dates to remember</i> Q3, W19-21	<i>Eat in or out?</i> Q3, W22-24	<i>City living</i> Q3, W25-27
Unit Topic and Overview:	<p>Students will practice vocabulary focusing on adverbs and special occasions.</p> <p>Students will practice writing focusing on researching and writing about a historical character.</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 people’s lives.</p> <p>Student will participate in speaking exercises and discussions focusing on talking about one’s life and telling a story.</p> <p>Students will practice grammar focusing on past simple, questions, negatives, and time expressions.</p>	<p>Students will practice vocabulary focusing on food, drink, verbs, and daily needs.</p> <p>Students will practice writing focusing on writing an informal email.</p> <p>Students will participate in reading informational and narrative texts focusing on historical events and food.</p> <p>Students will participate in listening focusing on conversations and interviews talking about favorite foods.</p> <p>Student will participate in speaking exercises and discussions focusing on recipes.</p> <p>Students will practice grammar focusing on count/non-count nouns and quantifiers.</p>	<p>Students will practice vocabulary focusing on adjectives, markets, town, and country.</p> <p>Students will practice writing focusing on writing an expository essay about a capital city.</p> <p>Students will participate in reading informational and narrative texts focusing on megacities.</p> <p>Students will participate in listening focusing on interviews and conversations about where people live.</p> <p>Student will participate in speaking exercises and discussions focusing on comparing cities.</p> <p>Students will practice grammar focusing on comparative and superlative adjectives.</p>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • listen and respond in non-verbal ways to show understanding • have a 0 – 500 receptive word vocabulary • begin adjusting to U.S. culture • attend to hands-on demonstrations with more understanding · • initiate conversation by pointing or using single words • depend heavily on context for comprehension • comprehend key words • indicate comprehension physically (points, draws, gestures, etc.) • observe, locate, label, match, show, classify, categorize

<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"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines.
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<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></p> <p>Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</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>
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<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>Where on earth are you?</i> Q 4, W28-30	<i>Going far</i> Q4, W31-33	<i>Never ever!</i> Q 4, W34-36
Unit Topic and Overview:	<p>Students will practice vocabulary focusing on describing people and clothes.</p> <p>Students will practice writing focusing on writing a comparative essay.</p> <p>Students will participate in reading informational and narrative texts focusing on travel.</p> <p>Students will participate in listening focusing on interviews and people descriptions.</p> <p>Student will participate in speaking exercises and discussions focusing on describing someone in the room.</p> <p>Students will practice grammar focusing on prepositions and present continuous.</p>	<p>Students will practice vocabulary focusing on verbs, describing the weather, and making suggestions.</p> <p>Students will practice writing focusing on describing a travel experience.</p> <p>Students will participate in reading informational and narrative texts.</p> <p>Students will participate in listening focusing on conversations about travel and weather.</p> <p>Student will participate in speaking exercises and discussions focusing on interviewing skills.</p> <p>Students will practice grammar focusing on future tense and infinitives of purpose.</p>	<p>Students will practice vocabulary focusing on past participles, transport, and travel.</p> <p>Students will practice writing focusing on poetry.</p> <p>Students will participate in reading informational and narrative texts focusing on different festivals.</p> <p>Students will participate in listening focusing on interviews about festival experiences.</p> <p>Student will participate in speaking exercises and discussions focusing on “have you ever”?</p> <p>Students will practice grammar focusing on present perfect.</p>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should be able to:</p> <ul style="list-style-type: none"> listen and respond in non-verbal ways to show understanding have a 0 – 500 receptive word vocabulary begin adjusting to U.S. culture attend to hands-on demonstrations with more understanding initiate conversation by pointing or using single words depend heavily on context for comprehension comprehend key words indicate comprehension physically (points, draws, gestures, etc.) observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> listen and respond in non-verbal ways to show understanding have a 0 – 500 receptive word vocabulary begin adjusting to U.S. culture attend to hands-on demonstrations with more understanding initiate conversation by pointing or using single words depend heavily on context for comprehension comprehend key words indicate comprehension physically (points, draws, gestures, etc.) observe, locate, label, match, show, classify, categorize 	<p>Students should be able to:</p> <ul style="list-style-type: none"> listen and respond in non-verbal ways to show understanding have a 0 – 500 receptive word vocabulary begin adjusting to U.S. culture attend to hands-on demonstrations with more understanding initiate conversation by pointing or using single words depend heavily on context for comprehension comprehend key words indicate comprehension physically (points, draws, gestures, etc.) observe, locate, label, match, show, classify, categorize

<p style="text-align: center;">Essential Knowledge & Student Expectations</p> <p>*What are the anticipated learning outcomes for students?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • participate in oral learning tasks and engage in social interaction in the classroom; • use high-frequency words and simple sentence patterns to communicate meaning; • demonstrate some awareness of different levels of formality in social interaction; • obtain key information from media works. • read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance; • use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance; • use some key reading strategies for decoding and comprehension, with teacher guidance; • find specific information in straightforward reference materials, with teacher guidance; • write in a variety of forms, with teacher guidance; • use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities; • demonstrate a beginning awareness and appreciation of the cultural diversity at SPA; • demonstrate adaptation to some key teacher expectations and school routines.
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<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 Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i> Supplemental Books: <i>Headway Elementary Grammar Form and Function 1</i> <i>Clear Grammar 1</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>			