



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:  
High School ESOL – Level 2

Purpose of Planning	<i>Getting to know you</i> Q1, W1-3	<i>Everyday life</i> Q1, W4-6	<i>Storytelling</i> Q1, W7-9
<p><b>Unit Topic and Overview:</b></p>	<p><b>Diagnostic Testing – Leveling</b> Students will practice <b>vocabulary</b> focusing on parts of speech, words with more than one meaning, and social expressions. Students will practice <b>writing</b> focusing on narrative writing with descriptions and correcting common mistakes. Students will participate in <b>reading</b> informational and narrative texts focusing on descriptions of people and current events. Students will participate in <b>listening</b> focusing on basic conversation patterns and describing people. Student will participate in <b>speaking</b> exercises and discussions focusing on stress and intonation, phonetic symbols, exchanging information, and best friends Students will practice <b>grammar</b> focusing on tenses – Past, present, future, and question structures – who, Why, How much?</p>	<p>Students will practice <b>vocabulary</b> focusing on daily life collocations. Students will practice <b>grammar</b> focusing on present simple and continuous tenses and have/have got. Students will participate in <b>reading</b> informational and narrative texts focusing on descriptions of different cities, countries, and current events. Students will participate in <b>listening</b> focusing on conversations and narratives of everyday life. Student will participate in <b>speaking</b> exercises and discussions focusing on exchanging information, describing rooms, and living abroad. Students will practice <b>writing</b> focusing on letter writing and linking words (but, although, however, so, because).</p>	<p>Students will practice <b>vocabulary</b> focusing on connected verbs (e.g. lose/find, lend/borrow), time expressions, and adverbs. Students will practice <b>grammar</b> focusing on past simple and continuous tenses. Students will participate in <b>reading</b> informational and narrative texts focusing on narrative tenses and story structure. Students will participate in <b>listening</b> focusing on narrative tenses. Student will participate in <b>speaking</b> exercises and discussions focusing on linking words and telling stories. Students will practice <b>writing</b> focusing on narrative writing with plot structure and positions of adverbs and adjectives.</p>



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
High School ESOL – Level 2**

<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>demonstrate some awareness of different levels of formality in social interaction;</li> <li>obtain key information from media works.</li> <li>read and respond to short passages from fiction and non- fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>find specific information in straightforward reference materials, with teacher guidance.</li> <li>write in a variety of forms, with teacher guidance;</li> <li>use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>demonstrate some awareness of different levels of formality in social interaction;</li> <li>obtain key information from media works.</li> <li>read and respond to short passages from fiction and non- fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>find specific information in straightforward reference materials, with teacher guidance.</li> <li>write in a variety of forms, with teacher guidance;</li> <li>use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>demonstrate some awareness of different levels of formality in social interaction;</li> <li>obtain key information from media works.</li> <li>read and respond to short passages from fiction and non- fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>find specific information in straightforward reference materials, with teacher guidance.</li> <li>write in a variety of forms, with teacher guidance;</li> <li>use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>
---	--	--	--



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
High School ESOL – Level 2**

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



## Curriculum Map- Scope and Sequence: High School ESOL – Level 2

### Saddlebrook Preparatory School

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>
<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Activating prior knowledge</li> <li>• IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening</li> <li>• Bell work involving writing responses to prompts</li> <li>• Teacher directed instruction with PowerPoint and white board</li> <li>• Small group role-play</li> <li>• Small group discussion</li> <li>• Individual, partner, and group reading</li> <li>• In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></li> </ul>	<ul style="list-style-type: none"> <li>• Activating prior knowledge</li> <li>• IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening</li> <li>• Bell work involving writing responses to prompts</li> <li>• Teacher directed instruction with PowerPoint and white board</li> <li>• Small group role-play</li> <li>• Small group discussion</li> <li>• Individual, partner, and group reading</li> <li>• In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></li> </ul>	<ul style="list-style-type: none"> <li>• Activating prior knowledge</li> <li>• IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening</li> <li>• Bell work involving writing responses to prompts</li> <li>• Teacher directed instruction with PowerPoint and white board</li> <li>• Small group role-play</li> <li>• Small group discussion</li> <li>• Individual, partner, and group reading</li> <li>• In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></li> </ul>



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
High School ESOL – Level 2**

<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</li> </ul>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL – Social Studies/Geography:</b> “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><b>Writing project:</b> <u>One World 01: An interview</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL – Social Studies/Geography:</b> Activities on climate change, global warming, and key cities and countries around the world.</p> <p><b>Science:</b> <u>Environment vocabulary</u></p> <p><b>Writing project:</b> <u>One World 02: Where am I?</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL – Humanities/Literature:</b> <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> <b>Writing project:</b> <u>One World 03: The sports page</u></p>
<p><b>Honors Course Differentiation(s):</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
High School ESOL – Level 2**

<p><b>Integrated Common Core Standards (List):</b> *See Below for Links</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  <a href="#">LAFS.8.L.3.5</a>  <a href="#">LAFS.8.RI.2.4</a>  <a href="#">LAFS.8.RI.2.5</a>  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  <a href="#">LAFS.8.L.1.2</a></p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  <a href="#">LAFS.8.L.3.5</a>  <a href="#">LAFS.8.RI.2.4</a>  <a href="#">LAFS.8.RI.2.5</a>  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  <a href="#">LAFS.8.L.1.2</a></p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  <a href="#">LAFS.8.L.3.5</a>  <a href="#">LAFS.8.RI.2.4</a>  <a href="#">LAFS.8.RI.2.5</a>  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  <a href="#">LAFS.8.L.1.2</a></p>
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>
<p><b>Links to CCSS Curriculum Standards:</b> *Science follows NGSSS</p>			

Purpose of Planning	<i>The market place</i> Q2, W10-12	<i>What do you want to do?</i> Q 2, W13-15	<i>Place and things</i> Q2, W16-18
<b>Unit Topic and Overview:</b>	<p>Students will practice <b>vocabulary</b> focusing on food, household items, shopping, and prices.</p> <p>Students will practice <b>grammar</b> focusing on count/noncount nouns, quantifiers, and articles.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on markets and economics.</p> <p>Students will participate in <b>listening</b> focusing on conversations about shopping.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on shopping in town and sounding polite.</p> <p>Students will practice <b>writing</b> focusing on informational writing and synonyms.</p>	<p>Students will practice <b>vocabulary</b> focusing on – ed/-ing adjectives and feelings/moods.</p> <p>Students will practice <b>writing</b> focusing on punctuation, giving specific details and information.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on descriptions of people and current events.</p> <p>Students will participate in <b>listening</b> focusing on basic conversation patterns and describing people.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on intonation and exclamations, making plans, and giving advice and opinions.</p> <p>Students will practice <b>grammar</b> focusing on basic gerunds and infinitives as well as future intentions (going to, will, and present continuous).</p>	<p>Students will practice <b>vocabulary</b> focusing on towns, synonyms and antonyms.</p> <p>Students will practice <b>writing</b> focusing on expository writing and using relative pronouns.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on descriptions of cities.</p> <p>Students will participate in <b>listening</b> focusing on conversations describing possessions.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on intonation, stress, timed conversations, comparing things, and immigration in cities.</p> <p>Students will practice <b>grammar</b> focusing on comparative/superlative adjectives, “as...as”, and “What...like”</p>

<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>
---	---	---	---



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

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>
<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>

<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL – Health/Science/Mathematics:</b> <u>Nutrition: You are what you eat</u></p> <p><u>Which diet?</u></p> <p><b>Writing project:</b> <u>One World 04: The problem page</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL – Business/Economics:</b> <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><b>Writing project:</b> <u>One World 05: The adverts page</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL – Business/Tourism/Social Studies:</b> 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><b>Writing project:</b> <u>One World 06: Trivia/Quiz page</u></p>

Honors Course Differentiation(s):	N/A	N/A	N/A
<b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links	<a href="#">ELD.K12.ELL.LA.1</a> <a href="#">ELD.K12.ELL.MA.1</a> <a href="#">ELD.K12.ELL.SC.1</a> <a href="#">ELD.K12.ELL.SI.1</a> <a href="#">ELD.K12.ELL.SS.1</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.L.3.4</a> LAFS.8.L.3.5 <a href="#">LAFS.8.RI.2.4</a> LAFS.8.RI.2.5 <a href="#">LAFS.8.RI.4.10</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.SL.1.1</a> <a href="#">LAFS.8.SL.2.4</a> <a href="#">LAFS.8.L.1.1</a> LAFS.8.L.1.2	<a href="#">ELD.K12.ELL.LA.1</a> <a href="#">ELD.K12.ELL.MA.1</a> <a href="#">ELD.K12.ELL.SC.1</a> <a href="#">ELD.K12.ELL.SI.1</a> <a href="#">ELD.K12.ELL.SS.1</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.L.3.4</a> LAFS.8.L.3.5 <a href="#">LAFS.8.RI.2.4</a> LAFS.8.RI.2.5 <a href="#">LAFS.8.RI.4.10</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.SL.1.1</a> <a href="#">LAFS.8.SL.2.4</a> <a href="#">LAFS.8.L.1.1</a> LAFS.8.L.1.2	<a href="#">ELD.K12.ELL.LA.1</a> <a href="#">ELD.K12.ELL.MA.1</a> <a href="#">ELD.K12.ELL.SC.1</a> <a href="#">ELD.K12.ELL.SI.1</a> <a href="#">ELD.K12.ELL.SS.1</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.L.3.4</a> LAFS.8.L.3.5 <a href="#">LAFS.8.RI.2.4</a> LAFS.8.RI.2.5 <a href="#">LAFS.8.RI.4.10</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.SL.1.1</a> <a href="#">LAFS.8.SL.2.4</a> <a href="#">LAFS.8.L.1.1</a> LAFS.8.L.1.2
<b>Integrated CCSS Writing Standards (List):</b> *See Below for Links	<a href="#">LAFS.8.W.4.10</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.W.1.2</a> <a href="#">LAFS.8.W.2.4</a> <a href="#">LAFS.8.W.2.5</a>	<a href="#">LAFS.8.W.4.10</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.W.1.2</a> <a href="#">LAFS.8.W.2.4</a> <a href="#">LAFS.8.W.2.5</a>	<a href="#">LAFS.8.W.4.10</a> <a href="#">LAFS.8.L.2.3</a> <a href="#">LAFS.8.W.1.2</a> <a href="#">LAFS.8.W.2.4</a> <a href="#">LAFS.8.W.2.5</a>
<b>Links to CCSS/NGSSS Curriculum Standards:</b>			

Purpose of Planning	<i>Fame!</i> Q3, W19-21	<i>Do's and don'ts</i> Q3, W22-24	<i>Going places</i> Q3, W25-27
<b>Unit Topic and Overview:</b>	<p>Students will practice <b>vocabulary</b> focusing on suffixes and jobs.</p> <p>Students will practice <b>writing</b> focusing on expository writing through a biography and paraphrasing.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on celebrities and famous athletes.</p> <p>Students will participate in <b>listening</b> focusing on interviews with celebrities.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on intonation, stress, interviewing, and presentations skills.</p> <p>Students will practice <b>grammar</b> focusing on present perfect vs. simple past, for and since, and tense revision.</p>	<p>Students will practice <b>vocabulary</b> focusing on collocations, compound nouns, symptoms and illnesses.</p> <p>Students will practice <b>writing</b> focusing on writing formal/academic and informal styles.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on gender and jobs.</p> <p>Students will participate in <b>listening</b> focusing on conversations describing travel and doctor visits.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on intonation, stress, norms, and gender and jobs.</p> <p>Students will practice <b>grammar</b> focusing on modals of advice and obligation.</p>	<p>Students will practice <b>vocabulary</b> focusing on collocations (focus on make, do, take, get), and giving directions.</p> <p>Students will practice <b>writing</b> focusing on writing a compare and contrast essay.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on traveling pro's and con's.</p> <p>Students will participate in <b>listening</b> focusing on interviews and conversations describing travel.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on tourism and real conditions.</p> <p>Students will practice <b>grammar</b> focusing on time clauses and the first conditional.</p>

<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>
---	---	---	---

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

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5) <i>Success Maker</i></p> <p>Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>
<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>



<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>Speaking evaluation with rubric</li> <li>Vocabulary and Grammar Quizzes</li> <li>Graded writing assignments</li> <li>Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Bellwork</li> <li>Discussion with language correction/feedback</li> <li>Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>Speaking evaluation with rubric</li> <li>Vocabulary and Grammar Quizzes</li> <li>Graded writing assignments</li> <li>Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Bellwork</li> <li>Discussion with language correction/feedback</li> <li>Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>Speaking evaluation with rubric</li> <li>Vocabulary and Grammar Quizzes</li> <li>Graded writing assignments</li> <li>Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Bellwork</li> <li>Discussion with language correction/feedback</li> <li>Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>Exit slip</li> </ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</li> </ul>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL: History</b> <u>Ancient Egypt</u> <u>Marco Polo</u> <u>Blackbeard the pirate</u></p> <p><b>Writing project:</b> <u>One World 07: The fashion page</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>Writing project:</b> <u>One World 08: The review page</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL: Geography/Business/Tourism</b> <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><b>Writing project:</b> <u>One World 09: Horoscopes</u></p>
<p><b>Honors Course Differentiation(s):</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p><b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  LAFS.8.L.3.5  <a href="#">LAFS.8.RI.2.4</a>  LAFS.8.RI.2.5  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  LAFS.8.L.1.2</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  LAFS.8.L.3.5  <a href="#">LAFS.8.RI.2.4</a>  LAFS.8.RI.2.5  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  LAFS.8.L.1.2</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  LAFS.8.L.3.5  <a href="#">LAFS.8.RI.2.4</a>  LAFS.8.RI.2.5  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  LAFS.8.L.1.2</p>
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>
<p><b>Links to CCSS/NGSSS Curriculum Standards:</b></p>			

Purpose of Planning	<i>Things that changed the world</i> Q 4, W28-30	<i>What if...?</i> Q4, W31-33	<i>Trying your best</i> Q 4, W34-36
<b>Unit Topic and Overview:</b>	<p>Students will practice <b>vocabulary</b> focusing on collocations.</p> <p>Students will practice <b>writing</b> focusing on argumentative writing through book and movie reviews..</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on discoveries and inventions.</p> <p>Students will participate in <b>listening</b> focusing on lectures about science and technology.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on intonation of numbers, inventions, and making complaints.</p> <p>Students will practice <b>grammar</b> focusing on passive voice.</p>	<p>Students will practice <b>vocabulary</b> focusing on phrasal verbs (literal and idiomatic) and exaggerations.</p> <p>Students will practice <b>writing</b> focusing speech and presentation writing.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on possible world events.</p> <p>Students will participate in <b>listening</b> focusing on conversations describing decisions.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on whole sentence stress, giving advice, and dilemmas.</p> <p>Students will practice <b>grammar</b> focusing on the second conditional and modals of possibility.</p>	<p>Students will practice <b>vocabulary</b> focusing on collocations with bring, take, come, and go.</p> <p>Students will practice <b>writing</b> focusing on transition words and autobiographies.</p> <p>Students will participate in <b>reading</b> informational and narrative texts focusing on influential people in society.</p> <p>Students will participate in <b>listening</b> focusing on discussions about perseverance.</p> <p>Student will participate in <b>speaking</b> exercises and discussions focusing on exchanging technical and academic information.</p> <p>Students will practice <b>grammar</b> focusing on present perfect vs. present perfect continuous.</p>

<p><b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• participate in oral learning tasks and engage in social interaction in the classroom;</li> <li>• use high-frequency words and simple sentence patterns to communicate meaning;</li> <li>• demonstrate some awareness of different levels of formality in social interaction;</li> <li>• obtain key information from media works.</li> <li>• read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;</li> <li>• use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;</li> <li>• use some key reading strategies for decoding and comprehension, with teacher guidance;</li> <li>• find specific information in straightforward reference materials, with teacher guidance.</li> <li>• write in a variety of forms, with teacher guidance;</li> <li>• use some simple sentence patterns and key conventions of standard English to write about classroom topics and activities.</li> </ul>
---	---	---	---

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

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>	<p>Anchor Programs: <i>Rosetta Stone</i> (Levels 1-5)  <i>Success Maker</i>  Supplemental Books: <i>Headway Pre-Intermediate Grammar Form and Function 2</i> <i>Clear Grammar 2</i></p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>	<p><a href="https://www.flocabulary.com">https://www.flocabulary.com</a> <a href="http://www.breakingnewsenglish.com/">http://www.breakingnewsenglish.com/</a> <a href="http://myenglishimages.com">http://myenglishimages.com</a> <a href="https://getkahoot.com/">https://getkahoot.com/</a> <a href="http://ed.ted.com/">http://ed.ted.com/</a></p>
<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>	<p>Activating prior knowledge IEP's to enhance level gaps in grammar, reading, writing, speaking, or listening Bell work involving writing responses to prompts Teacher directed instruction with PowerPoint and white board Small group role-play Small group discussion Individual, partner, and group reading In-class work and homework with <i>Rosettastone</i> and <i>Successmaker</i></p>

<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b> 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• Speaking evaluation with rubric</li> <li>• Vocabulary and Grammar Quizzes</li> <li>• Graded writing assignments</li> <li>• Homework</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>• Bellwork</li> <li>• Discussion with language correction/feedback</li> <li>• Classroom activities – Kahoot, grammar-focused communicative activities (e.g. “Find someone who...”)</li> <li>• Exit slip</li> </ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</li> </ul>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL: Science/Technology</b> <u>Recognizing symbols and abbreviations used in IT</u> <u>Inventions</u></p> <p><b>Writing project:</b> <u>One World 10: Cover and contents</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL: Social Studies</b> <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><b>Writing project:</b> <u>One World 11: Quiz</u></p>	<p><b>Social Studies:</b> Current event discussions through <i>Breaking News English</i></p> <p><b>CLIL: History</b> <u>Christopher Columbus</u> <u>Harriet Tubman and the Underground Railway</u> <u>Mayans and Incas</u></p> <p><b>Writing project:</b> <u>One World 12: The editorial</u></p>
<p><b>Honors Course Differentiation(s)</b> :</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p><b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  LAFS.8.L.3.5  <a href="#">LAFS.8.RI.2.4</a>  LAFS.8.RI.2.5  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  LAFS.8.L.1.2</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  LAFS.8.L.3.5  <a href="#">LAFS.8.RI.2.4</a>  LAFS.8.RI.2.5  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  LAFS.8.L.1.2</p>	<p><a href="#">ELD.K12.ELL.LA.1</a>  <a href="#">ELD.K12.ELL.MA.1</a>  <a href="#">ELD.K12.ELL.SC.1</a>  <a href="#">ELD.K12.ELL.SI.1</a>  <a href="#">ELD.K12.ELL.SS.1</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.L.3.4</a>  LAFS.8.L.3.5  <a href="#">LAFS.8.RI.2.4</a>  LAFS.8.RI.2.5  <a href="#">LAFS.8.RI.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.SL.1.1</a>  <a href="#">LAFS.8.SL.2.4</a>  <a href="#">LAFS.8.L.1.1</a>  LAFS.8.L.1.2</p>
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>	<p><a href="#">LAFS.8.W.4.10</a>  <a href="#">LAFS.8.L.2.3</a>  <a href="#">LAFS.8.W.1.2</a>  <a href="#">LAFS.8.W.2.4</a>  <a href="#">LAFS.8.W.2.5</a></p>
<p><b>Links to CCSS/NGSSS Curriculum Standards:</b></p>			