**Summit Public Schools**
**Summit, New Jersey**
**Grade Level: 9-12**
**Content Area: Standard English for ELLs 1**

## Overview:

Standard English for ELLs 1 is designed for newly arrived students with limited or no English language skills or prior exposure to English instruction. The goals of this course are to develop an understanding of English language structure as well as create a grammatical foundation necessary for academic and social success.

Each unit covers and expands on essential concepts and vocabulary needed to interact in intercultural situations while building communication abilities in all domains: listening, speaking, reading, and writing. In addition, the course provides knowledge of U.S. culture and the school system to aid newcomers in adapting to a new environment. Standard English for ELLs 1 corresponds to ACCESS levels 1.0 - 2.0. Student work will conform to WIDA Language Development Standards and New Jersey Student Learning Standards.

**Unit 1: Introductions**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Introducing oneself in academic and social settings
- Providing personal information such as names, numbers, and addresses
- Using basic vocabulary and syntax to communicate what you need

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • How to greet different types of people in different places?<br>• How do I share personal information about myself?<br>• How can I get personal information from others?<br>• How do I properly complete important documents? | Students will understand that…<br>• There are different ways to greet and communicate with people depending on the social situation.<br>• Knowing how to speak, write, read, and listen to important information is necessary to share personal information.<br>• There are key vocabulary and phrases to use to ask for important information.<br>• There are multiple ways to combine words to communicate the same idea (contractions).<br>• Verbs change depending on the subject. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **Lesson 1: Greeting each other**<br>Students will…<br>• Introduce themselves to their classmates<br>• Ask each other for personal information<br>• Use possessive pronouns and subjects to communicate information to others<br><br>**Lesson 2: Sharing personal information**<br>Students will..<br>• Utilize the English alphabet to share information<br>• Count from 1-20 to complete forms<br>• Complete documents regarding personal information |

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Career-Ready Practices**

**CRP1**: Act as a responsible and contributing citizen and employee.
**CRP2**: Apply appropriate academic and technical skills.
**CRP3**: Attend to personal health and financial well-being.
**CRP4**: Communicate clearly and effectively and with reason.
**CRP5**: Consider the environmental, social and economic impacts of decisions.
**CRP6**: Demonstrate creativity and innovation.
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

**Lesson 3: Meeting New People**

Students will..

- Write in a different perspective using the correct form of the verb "to be"
- Read dialogues with different ways to communicate information
- Use contractions with verb "to be"

**Lesson 4: Writing in Academic English**

Students will..

- Understand how to write a proper heading for an assignment
- Use a paragraph structure to communicate ideas
- Develop a paragraph with the correct verb tense

Instructional Strategies:

**Reading:**

- Interpret a map of the world
- Identify important information from a dialogue
- Read mentor text "My Name is Antonio"
- Study American ID cards and documents

**Listening:**

- Listen to classmates' presentations and questions
- Watch videos of people introducing themselves

**Speaking:**

- Respond to questions posed by students
- Record pronunciation of different sounds and numbers
- Present a short project introducing themselves

**Writing:**

- Write a "All About Me" paragraph
- Document information in writing
- Write a biographical text and presentation to introduce oneself

| Differentiation | Assessments |
|---|---|
| **Interdisciplinary Connections**<br>● Students will be designing a project and website portfolio (Technology, Design).<br><br>**Technology Integration** | **Formative Assessments:**<br>● **Writing Prompts:**<br>○ Introduce yourself<br>○ "All About Me" Draft<br>○ Write about your partner |

- Students will be navigating Google Slides, Quizizz, and Google Sites.

**Media Literacy Integration**

- Students will be interpreting videos, images, and maps to gather information about themselves and others.

**Global Perspectives**

- Students will learn about a new culture as well as share about their own cultures.

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

**Intervention Strategies**

    - Write about the video
- **Word and Sentence Work:**
    - Grammar Activities
    - Vocabulary Quizizz
    - Personal Dictionaries

**Summative Assessments, Projects, and Celebrations:**

- **"All About Me" Project:**
    - Write a paragraph about themselves
    - Present information about who they are
    - Share and explain videos and images
- **Grammar Assessment**
    - Demonstrate knowledge of verb "to be"
    - Utilize subject pronouns correctly
    - Combine words to create contractions
- **Website Portfolio Setup:**
    - Organize a website with a home page with a bio and pages for each unit
    - Upload "All About Me" Project onto website

| Accommodations | Interventions | Modifications |
|---|---|---|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 1: Introductions- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary/Syntax (Reading & Writing): |
|---|---|
| **Vocabulary:**<br>First Name<br>Last Name<br>Student<br>Teacher<br>Address<br>Phone Number<br>Numbers 1-20<br><br>**Syntax:**<br>"My first name is…"<br>"My last name is…"<br>"I am…"<br>"What is your [_____]?"<br>"Where are you from?"<br>"He/she is…"<br>"Her/his [_____] is…" | **Vocabulary:**<br>Formal<br>Informal<br>Paragraph<br>Presentation<br>Contraction<br>Verb<br>Subject<br>Period<br>Apostrophe<br>Dialogue<br>Assessment<br>Project |

**Recommended Texts and Resources to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **Grammar in Context: Basic**

**Unit 2: Instruction**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Producing sentences and questions using verb to be
- Identifying items in the classroom
- Describing the classroom and objects in the classroom
- Differentiating between singular and plural nouns

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • How can we take advantage of opportunities school provides here in the U.S.?<br>• What is the difference between school in the U.S. and native country?<br>• Who can help students in the school and where are they?<br>• How can we communicate what we need in the classroom? | • Schools can provide opportunities and resources to aid in daily life (tutoring, sports, counseling, nutrition, etc.).<br>• Schools around the world have different expectations and cultural norms.<br>• There are many adults to help students such as teachers, counselors, and administrators.<br>• Understanding how to produce sentences and questions using classroom vocabulary can help communicate needs and ideas. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, | **Lesson 1: Communicating in the classroom**<br>• Identify objects in the classroom<br>• Use articles, a/an, for singular nouns<br>• Differentiate between singular and plural nouns<br>• Interpret classroom commands<br><br>**Lesson 2: Describing the classroom**<br>• Utilize there is/are in the correct context<br>• Distinguish between this/these<br>• Produce yes or no questions<br>• Write a paragraph describing the classroom<br>• Practice numbers 1-1000<br><br>**Lesson 3: Getting to Know the School**<br>• Compare current school with native school<br>• Take a tour of the school |

organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Career-Ready Practices**
**CRP1**: Act as a responsible and contributing citizen and employee.
**CRP2**: Apply appropriate academic and technical skills.
**CRP3**: Attend to personal health and financial well-being.
**CRP4**: Communicate clearly and effectively and with reason.
**CRP5**: Consider the environmental, social and economic impacts of decisions.
**CRP6**: Demonstrate creativity and innovation.
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

- Get to know important staff members and positions

**Lesson 4: Helping Classmates**
- Interview a staff member and create a video introducing the person to the class
- Create a video reenacting classroom commands in the classroom

Instructional Strategies
**Listening:**
- Interpret videos students present to the class
- Listen to commands and questions from classmates

**Speaking:**
- Present paragraph to the classroom
- Ask questions to classmates requesting information

**Reading:**
- Read dialogues and texts describing the classroom
- Interpret school signs and commands

**Writing:**
- Write a paragraph describing the classroom
- Utilize the correct English structure to produce sentences and questions

| Differentiation | Assessments |
|---|---|
| **Interdisciplinary Connections**<br>● Students will edit a video for class (Video Production).<br><br>**Technology Integration**<br>● Students will use FlipGrid or WeVideo to create and edit a video.<br>● Students will navigate Google Sites and develop a subpage.<br><br>**Media Literacy Integration**<br>● Students will highlight key information in different | **Formative Assessments:**<br>● **Writing Prompts:**<br>○ Write a paragraph describing the classroom<br>● **Word and Sentence Work:**<br>○ Grammar Activities<br>○ Vocabulary Quizizz<br>○ Matching Games<br><br>**Summative Assessments, Projects, and Celebrations:**<br>● **Video Project:** "Interview a Teacher at School" **or "**Teach Us Commands" |

videos, texts, and posts.

**Global Perspectives**

- Students will compare and contrast classrooms around the world.

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, | Differentiated materials |

    - Record and edit a video using new vocabulary
    - Write captions for the video
- **Grammar Assessment**
    - Demonstrate knowledge of singular/plural
    - Utilize this/these and there is/are correctly
    - Produce sentences and questions
- **Website Portfolio:**
    - Upload video project onto website

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| | feedback | |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 2: Instruction- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary (Reading & Writing): |
|---|---|
| **Vocabulary:**<br>Classroom Objects (pencil, pen, sharpener, eraser, etc.)<br>Numbers 1-1000<br>Commands (erase, use, sharpen, write, open, close, etc.)<br><br>**Syntax:**<br>"There is/are…"<br>"How many…?"<br>"Is this….?" "Are these…?"<br>"Yes, it is/they are."<br>"No, it isn't/they aren't. " | **Vocabulary:**<br>Singular<br>Plural<br>Paragraph<br>Period<br>Question Mark<br>Negative<br>Video<br>Record<br>Noun<br>Article |

**Recommended Texts and Resources to Support Unit:**

- English in Action Workbook 1
- English in Action 1
- Heinle Picture Dictionary

**Unit 3: Connections**

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| **WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.<br>**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. |
| **Big Ideas**: *Course Objectives/Content Statement(s)*<br>● Describing other people using adjectives<br>● Comparing and contrasting others based on physical features, personality, and culture<br>● Expanding conversations to inform others about family and age |

| Essential Questions | Enduring Understandings |
|---|---|

| *What provocative questions will foster inquiry, understanding, and transfer of learning?* | *What will students understand about the big ideas?* |
|---|---|
| ● How do we describe other people?<br>● How can we describe relationships?<br>● Are there cultural and personal differences between the concept of family? | ● Adjectives can describe physical traits as well as personality traits.<br>● There are various types of familial relationships and relationship statuses to describe connections.<br>● In different cultures and households, people have different concepts of family. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason. | **Lesson 1: Describing Family**<br>● Identify family members and relationships<br>● Compare and contrast classmates' families<br>● Interpret and write a family tree<br><br>**Lesson 2: Describing People**<br>● Use vocabulary to describe other people<br>● Write descriptions of people<br>● Determine people through written descriptions<br><br>**Lesson 3: Expanding Conversations**<br>● Ask questions about age<br>● Interpret date of birth and age on documents<br>● Expanding sentences to describe others<br><br>**Lesson 4: Writing about Family**<br>● Read "My Family" paragraph and interpret information<br>● Design a family tree<br>● Write descriptions of your family<br>● Determine people through written descriptions<br><br>Instructional strategies<br>**Listening:**<br>● Listen to dialogues about different family members<br>● Respond to oral questions regarding a picture prompt<br><br>**Speaking:**<br>● Record themselves presenting about family<br>● Produce oral questions when playing "Guess Who?" |

**CRP5**: Consider the environmental, social and economic impacts of decisions.
**CRP6**: Demonstrate creativity and innovation.
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

**Reading:**
- Read "My Family" and "Three Families" texts
- Review classmates' paragraphs

**Writing:**
- Produce "My Family" paragraph
- Write short descriptions of personality traits and physical traits in a "Gallery Walk"

## Differentiation

**Interdisciplinary Connections**
- Students will interview and present to other classmates' families (Public Speaking).

**Technology Integration**
- Students will update and upload activities and presentations on website portfolios.

**Media Literacy Integration**
- Students will extract specific information from videos and images online.

**Global Perspectives**
- Students will compare cultural and personal differences between each other.
- Students will be exposed to various cultural definitions of family and people.

### Supports for English Language Learners

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |

## Assessments

**Formative Assessments:**
- **Writing Prompts:**
  - Write a paragraph about a family
- **Word and Sentence Work:**
  - Grammar activities
  - "Gallery Walk" writing prompts
  - Vocabulary Games (Quizlet and Quizizz)

**Summative Assessments, Projects, and Celebrations:**
- **"My Family" Presentation**
  - Create a diagram of family members
  - Write a paragraph describing their family
- **Grammar Assessment**
  - Demonstrate knowledge of vocabulary
  - Use proper capitalization and punctuation to respond to prompts
- **Website Portfolio:**
  - Edit website to include "My Family" paragraph and representation

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|---|---|---|
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| **Intervention Strategies** | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 3: Connections- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary (Reading & Writing): |
|---|---|

| | |
|---|---|
| **Vocabulary:**<br>Family Vocabulary (mother, father, brother, sister, etc.)<br>Months<br>Days<br>Adjectives for Physical Characteristics (short, tall, blonde, brown, etc.)<br>Hair and eye color<br>Marital Status (single, divorces, married, in a relationship)<br><br>**Syntax:**<br>"How old…?"<br>'When is your birthday?"/"What is your date of birth?"<br>"Who is…?"<br>"What does [he/she] look like?"<br>"Does [he/she/the person] have…?"<br>"Are you…?"<br>"...year old." | **Vocabulary:**<br>Diagram<br>Interview<br>Upload<br>Describe<br>Compare<br>Contrast |

**Recommended Texts and Resources to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **Heinle Picture Dictionary**

**Unit 4: Residences**

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|---|---|
| **WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.<br>**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | |
| **Big Ideas**: *Course Objectives/Content Statement(s)*<br>● Describing location and where objects are in relation to other objects<br>● Requesting information about location<br>● Understanding different types of residences and residential spaces | |
| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
| ● How can we describe our residence?<br>● What do we consider a residence or home?<br>● How do our residences differ from culture to culture?<br>● What is your dream residence?<br>● How do we indicate the location of objects and places? | ● There are many types of residences such as apartments, ranches, houses, etc.<br>● The definition of a residence is concrete, but the definition of a home is unique to each person.<br>● It requires patience and care to make a residence a home. |

| | |
|---|---|
| | • Each person has a unique vision for their dream home.<br>• Prepositions and addresses help us locate objects and places. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems | **Lesson 1: What are Residences?**<br>• Distinguish between different types of residences<br>• Acquire vocabulary to describe objects and rooms<br><br>**Lesson 2: Describe Location**<br>• Use prepositions to describe the location of two objects<br>• Form questions requesting the location of objects (where is/are…?)<br>• Provide and interpret location based on addresses<br><br>**Lesson 3: Dream Residence**<br>• Create a model of a dream residence<br>• Present information about the furniture and rooms in the dream residence<br>• Construct a paragraph about a partners' dream residence<br><br>Instructional Strategies<br>**Listening:**<br>• Observe students' presentations about dream residence<br>• Watch videos about American homes and habits<br><br>**Speaking:**<br>• Orally present a visual model of a dream home<br>• Respond to questions about location<br><br>**Reading:**<br>• Distinguish key information from classified ads<br>• Read mentor texts describing different types of homes and locations and find location of objects<br><br>**Writing:**<br>• Write descriptions of a classmate's dream home<br>• Produce written questions and answers |

and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

## Differentiation

**Interdisciplinary Connections**

- Students will develop a design of their dream home (Graphic Design).

**Technology Integration**

- Students will use an online platform to develop a design.
- Students will use GoFormative to watch videos and respond to questions.
- Students will upload visual representation on the website portfolio on Google Sites.

**Media Literacy Integration**

- Students will analyze websites such as Zillow and Realtor.com to view residences.
- Students will watch and interpret videos about American houses and culture.

**Global Perspectives**

- Students will compare and contrast different cultural and personal notions of residences and homes.
- Students will gain an understanding of the American definition of a home or residence.

### Supports for English Language Learners

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |

## Assessments

**Formative Assessments:**

- **Writing Prompts:**
  - Write a paragraph describing a partner's dream home
  - Journal Entries:
    - "What is the difference between a home and a residence?"
    - "My residence has…"
    - "Describe the residence you see…"
- **Word and Sentence Work:**
  - Grammar activities
  - "Where is the…" Game
  - Vocabulary Games (Quizlet and Quizizz)

**Summative Assessments, Projects, and Celebrations:**

- **"My Dream Home" Presentation**
  - Develop a visual model of a dream home
  - Orally present the model to the class
- **Grammar Assessment**
  - Demonstrate knowledge of vocabulary
  - Identify location of objects based on descriptions
  - Produce "Where" questions
- **Website Portfolio:**
  - Upload visual of dream home onto Google Sites.

| | | |
|---|---|---|
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 4: Residence - Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary (Reading & Writing): |
|---|---|
| **Vocabulary:**<br>Furniture and Appliance Vocabulary (sofa, microwave. etc.)<br>Room Vocabulary (living room, bedroom, etc.)<br>Prepositions (on, in, near, between, under, above, etc.)<br>Residence Types (apartment, house, condo, etc.)<br>Dream<br>Home<br><br>**Syntax:**<br>"Where is/are…?"<br>"It is/They are…"<br>"[Object] is/are [preposition]..." | **Vocabulary:**<br>Model<br>Classified<br>Cultural<br>Personal<br>Norm<br>Difference<br>Concept<br>Definition<br>Compare<br>Contrast<br>Identify |

**Recommended Texts to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **Grammar in Context: Basic**
- **Heinle Picture Dictionary**
- **Learn English with TV: "Around the House Vocabulary"**

**Unit 5: Actions**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Acquiring English syntax for affirmative and negative statements
- Expressing actions in the present
- Constructing questions and statements in context

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • How do we describe what we are doing?<br>• How do we communicate what is true and false?<br>• How do we expand our conversations?<br>• What are the differences between formal and informal forms of communication? | • Verbs are words to describe actions.<br>• Present continuous statements describe what we do in the moment.<br>• Affirmative and negative statements communicate what is true and false.<br>• Wh- questions expand conversations and request more information. |

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| | • Email is a formal form of communication, and texting or chatting is an informal form of communication.<br>• The structure of an email is specific, and it is necessary when communicating in a professional environment. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation. | **Lesson 1: Expressing Actions**<br>• Acquire essential vocabulary to describe actions<br>• Use the present continuous to describe what is happening<br>• Interpret video and write captions regarding actions<br><br>**Lesson 2: Expanding Conversations**<br>• Producing Wh- questions to further conversation about location and action<br>• Create dialogues with vocabulary and verb-tenses previously acquired<br><br>**Lesson 3: Affirmative and Negative**<br>• Observe an image and write true and false statements<br>• Determine if a statement is true or false<br>• Develop affirmative and negative statements based on text or visual evidence<br><br>Instructional strategies<br>**Listening:**<br>• Complete a dialogue from an audio<br>• Listen to questions and audios in present continuous<br><br>**Speaking:**<br>• Record audios to dub a silent cartoon<br>• Orally present dialogues<br>• Say action words based on gestures in a game of "Charades"<br><br>**Reading:**<br>• Read and respond to the paragraph "Everybody's Talking" |

**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

- Match descriptions with the correct visual representation

**Writing:**

- Write captions for a cartoon
- Send an email to a friend with the subject,"What's happening?"
- Construe affirmative and negative statements within context

## Differentiation

**Interdisciplinary Connections**

- Students will edit a video to include captions and dubs (Video Editing).

**Technology Integration**

- Students will use WeVideo or FlipGrid to develop a video in the present continuous.
- Students will practice sending emails on Gmail.
- Understand how content settings work on Youtube and Google Apps.

**Media Literacy Integration**

- Students will interpret the difference between formal and informal forms of communication.
- Students will gain competence in how to respond to online communication platforms.

**Global Perspectives**

- Students will gain a deeper understanding of the cultural norms within an American work environment.

**Supports for English Language Learners**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small |

## Assessments

**Formative Assessments:**

- **Writing Prompts:**
  - Write statements based on cartoon video
  - Journal Entries:
    - "What are you doing?"
    - "What is she doing?"
- **Word and Sentence Work:**
  - Grammar activities
  - "Charades" Game
  - "What's the difference between…?"
  - Vocabulary Games (Quizlet and Quizizz)

**Summative Assessments, Projects, and Celebrations:**

- **Present Continuous Video Project**
  - Write captions and record dubs for a silent cartoon video
  - Describe to each classmates' video project
- **Grammar Assessment**
  - Use present continuous in context
  - Answer questions in the correct English structure
  - Identify actions based on visuals
  - Determine if true or false based on oral and visual prompts
- **Website Portfolio:**
  - Upload video from Youtube to Website Portfolio
  - Ensure that Access Settings are public

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|---|---|---|
| | | groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| **Intervention Strategies** | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 5: Actions- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary: |
|---|---|
| **Vocabulary:**<br>Common verbs (eat, make, wash, walk, run, etc.)<br>Dear<br>Sincerely<br>To/From<br>Recipient<br>Subject<br>Date<br>Body<br><br>**Syntax:**<br>"What's happening"<br>"I am [verb]+ing…"<br>"She/he/it is [verb]+ing…"<br>"You/we/they are [verb] +ing…" | **Vocabulary:**<br>Verb<br>Observe<br>Observations<br>Record<br>Caption<br>Edit<br>Email<br>Determine<br>True<br>False<br>Affirmative<br>Negative |

**Recommended Texts and Resources to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **Heinle Picture Dictionary**
- **Mr. Bean Cartoon**

**Unit 6: Locations**

| | |
|---|---|
| **WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.<br>**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.<br>**WIDA Standard 5:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies | |
| **Big Ideas**: *Course Objectives/Content Statement(s)*<br>● Build informative writing and presentation skills<br>● Reporting on cities or provinces' geographic, demographic, and weather conditions<br>● Expanding simple sentences with conjunctions such as "because" and "and" | |
| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
| ● How do we construct an appropriate and accurate informative presentation/writing?<br>● How do we describe a city?<br>● What's the difference between cities around the world?<br>● What is similar and different between Summit and | ● Informative presentations have accurate information from appropriate sources and must be detailed and relevant.<br>● Informative writing is coherent, concise, and well-written with accurate information. |

| | |
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| our home towns/cities?<br>● What ways can I expand my writing? | ● Cities have different demographics, geography, activities, cultures, and climates.<br>● Summit is very different from native cities/towns for a variety of reasons.<br>● Writing can be expanded by adding more information (and) or providing a reason (but) in a simple sentence. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions. | **Lesson 1: Describing a City**<br>● Describe cities using adjectives for traffic, size, noise, beauty, and people<br>● Find a location on a map using directional words<br>● Chronicle weather conditions based on temperature and atmosphere<br><br>**Lesson 2: Discovering a New City**<br>● Read a text about the city of Seattle<br>● Understand and report the climate, location, and weather of a different city<br>● Identify cultural, linguistic, and demographic differences between cities<br><br>**Lesson 3: Describing Home City/Town**<br>● Write an informative paragraph and create a presentation on a city describing sites, culture, people, and geography<br>● Listen to each others' presentations and synthesize sentences describing each students' presentations<br><br>**Lesson 4: Reporting on the Weather**<br>● Record a weather report on city of one's choice<br><br>Instructional Strategies<br>**Listening:**<br>● Watch videos of different cities around the world<br>● Complete listening activities based on audios and presentations<br>● Determine location based on oral directions<br><br>**Speaking:**<br>● Record a weather report on city of one's choice<br>● Present "My City" Project to the class |

**CRP6**: Demonstrate creativity and innovation.
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

**Reading:**
- Demonstrate understanding of mentor text "Seattle"
- Read articles and paragraphs about different cities

**Writing:**
- Write a paragraph describing their home city such as people, culture, climate, and activities
- Develop an informative paragraph on a city's climate using information provided

## Differentiation

**Interdisciplinary Connections**
- Students will find a location on a map based on oral and written directions (Geography).

**Technology Integration**
- Students will use Google Slides and Youtube to compile a multimedia presentation about their city.
- Students will use FlipGrid to record a weather report.

**Media Literacy Integration**
- Students will use reliable resources to research the demographic, geographic, and weather conditions of a city.

**Global Perspectives**
- Students will learn about cities around the world, and compare it from their own.
- Students will gain more knowledge about pop culture around the world.

**Supports for English Language Learners**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small |

## Assessments

**Formative Assessments:**
- **Writing Prompts:**
  - Journal Entries:
    - "Is your city…?"
    - "Where is this city?"
- **Word and Sentence Work:**
  - Grammar activities
  - Map Interpreting Activity
  - Vocabulary Games (Quizlet and Quizizz)

**Summative Assessments, Projects, and Celebrations:**
- **"My City" Project**
  - Write a paragraph describing their home city such as people, culture, climate, and activities
  - Compile a multimedia presentation representing characteristics of a city
- **Grammar Assessment**
  - Demonstrate knowledge of vocabulary
  - Compose proper informative writing following English grammar conventions
- **Website Portfolio:**
  - Upload video "My City" Project to portfolio

| | | |
|---|---|---|
| | | groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| **Intervention Strategies** | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 6: Locations- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary: |
|---|---|
| **Vocabulary:**<br>Adjectives (loud, large, busy, boring, etc.)<br>Directional words (north, south, east, west, center, etc.)<br>Geographic Features (river, ocean, coast, mountain, etc.)<br>Weather Vocabulary (humid, hot, dry, etc.)<br>Seasons (winter, summer, autumn/fall, spring)<br><br>**Syntax:**<br>"The people are…"<br>"The weather is…"<br>"It is in [directional words]"<br>"The city is [adjective]." | **Vocabulary:**<br>Informative<br>Paragraph<br>Presentation<br>Conjunctions<br>Geography<br>Research<br>Resources |

**Recommended Texts and Resources to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **English Educational Videos: "My City"**

## Unit 7: Transactions

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
**WIDA Standard 3:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Requesting prices and paying for desired items
- Communicating about sales, amounts, items, and stores

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • How do Americans shop?<br>• What is important to understand when shopping?<br>• How can we make sure we pay fair prices for items?<br>• How do we ask for prices and items? | • In America, there are different customs when shopping, especially when you are paying for items.<br>• It is important to understand how taxes, sales and payment methods work when making transactions. |

| | |
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| | • To pay fair prices for items, you must communicate about sales and amounts as well as compare prices in different stores.<br>• When asking for prices, you use "How much..?" and when asking for a number of items, you use "How many…?" |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions. | **Lesson 1: Understanding Money**<br>• Acquire the key vocabulary for coins and bills<br>• Produce and respond to questions with "How much is/are..?"<br>• Determine and provide prices for various items<br><br>**Lesson 2: Practicing Shopping**<br>• Decipher and compare American advertisements for best prices<br>• Utilize common expressions to complete transactions in a store<br>• Practice clothing vocabulary and distinguish best clothes for weather<br>• Discuss different types of shopping habits and payment types<br><br>**Lesson 3: Transactions Project (project menu)**<br>• Choose a shopping website to create a presentation (video, poster, or slideshow)<br>• Develop a business plan and reenact selling the product to others<br><br>Instructional Strategies<br>**Listening:**<br>• Complete task based on an audio<br>• Interpret videos and oral language about shopping<br>**Speaking:**<br>• Role-play shopping scenarios in stores<br>• Ask and give prices of items using authentic American shopping ads<br>•<br>**Reading:**<br>• Read mentor text "My Favorite Store"<br>• Select and determine key information from classified ads regarding prices and sales |

**CRP6**: Demonstrate creativity and innovation.
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

**Writing:**

- Write sentences based on prices and clothing items
- Construct a written explanation for project

## Differentiation

**Interdisciplinary Connections**

- Students will understand prices, payment methods, sales, taxes, and discounts in the U.S. (Financial Literacy, Mathematics).

**Technology Integration**

- Students will answer questions relating to unit theme on EdPuzzle, GoFormative, Quizizz.
- Students will use any type of technology platform to present the final project.

**Media Literacy Integration**

- Students will learn how to recognize the best sales online as well as find the most reliable shopping methods.

**Global Perspectives**

- Students will gain a clearer picture of American shopping customs and compare them to their home countries's customs.

**Supports for English Language Learners**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small |

## Assessments

**Formative Assessments:**

- **Dialogue Writing**
- **Word and Sentence Work:**
  - Grammar activities
  - Video Interpreting Activity
  - Vocabulary and Grammar Games (Quizlet and Quizizz)

**Summative Assessments, Projects, and Celebrations:**

- **Transactions Project**
  - Choose a shopping website to create a presentation (video, poster, or slideshow) OR
  - Develop a business plan and reenact selling the product to others
- **Grammar Assessment**
  - Demonstrate knowledge of vocabulary and shopping
  - Compose proper informative writing following English grammar conventions
- **Website Portfolio:**
  - Upload sample of final tasks and projects

| | | |
|---|---|---|
| | | groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 7: Transactions- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary: |
|---|---|
| **Vocabulary:**<br>Money Vocabulary (dime, quarter, dollar bill, etc.)<br>Clothing Vocabulary (sneakers, sweater skirt, etc.)<br>Payment Methods (debit, credit, cryptocurrency, etc.)<br>Advertisements<br>Shopping Vocabulary (Sale, discount, tax, receipt, etc.)<br><br>**Syntax:**<br>"How much is/are…?"<br>"It is/They are…"<br>"This is/these are better because…" | **Vocabulary:**<br>Transactions<br>Payment<br>Fair<br>Determine<br>Dialogue<br>Role-play<br>Business<br>Plan<br>Pitch<br>Market |

**Recommended Texts and Resources to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **Fluent English with TV Series: "Learn Shopping English Vocabulary"**

**Unit 8: Routines**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
**WIDA Standard 3:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
**WIDA Standard 4:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Science.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Planning and expressing daily actions and schedules
- Discussing study strategies and exploring individualized learning styles

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • What does a balanced schedule look like?<br>• How do people learn and study?<br>• How do we implement healthy routines and habits?<br>• How do schedules and routines differ across cultures?<br>• How do we express how often we do an action?<br>• How do we describe actions we do not complete? | • Schedule helps manage time, improve productivity, and promote a healthy life.<br>• Each person has a different learning style, so each person has to select the best study strategy fit for the individual.<br>• Healthy routines include making positive choices such as food, schedules, and activities.<br>• Americans have a different way of life. |

| | |
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| | • Adverbs of frequency describe how often we do a daily routine or action.<br>• Using negative present tense expresses actions that were not done. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will**:<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems | **Lesson 1: Planning a Schedule**<br>• Discuss everyday activities and schedules<br>• Express time using prepositions (at, on, in, from, to)<br>• Sequence events with transitions (first, then, after, finally)<br><br>**Lesson 2: Comparing Routines**<br>• Construct negative statements in simple present tense<br>• Produce questions regarding time and activities<br>• Compare and contrast healthy and unhealthy routines and activities<br>• Distinguish cultural differences between schedules and habits<br><br>**Lesson 3: Making Positive Choices**<br>• Explore and determine best study habits and strategies<br>• Define a healthy routine with positive choices<br><br>**Lesson 4: Discussing Food and Nutrition**<br>• Identify various foods in English<br>• Indicate likes and dislikes using simple present tense<br>• Communicate eating habits using adverbs of frequency (always, sometimes, never)<br>• Distinguish between healthy and unhealthy foods and eating habits<br>• Differentiate cultural customs regarding food<br>• Practice ordering food and making positive food choices<br><br>**Lesson 5: A Positive Life**<br>• Define a healthy routine with positive choices<br>• Present information in a bar graph and pie chart using statistics about nutrition and habits<br>• Share resources and information to plan a healthy |

and persevere in solving them.
**CRP9**: Model integrity, ethical leadership and effective management.
**CRP10**: Plan education and career paths aligned to personal goals.
**CRP11**: Use technology to enhance productivity.
**CRP12**: Work productively in teams while using cultural global competence.

life

Instructional Strategies

**Listening:**

- Watch a video and discuss healthy and unhealthy habits
- Complete a task based on an audio

**Speaking:**

- Record a schedule on Flipgrid
- Present a dialogue ordering food

**Reading:**

- Read mentor texts "Studying English" and "Holidays and Food"
- Interpret schedules and graphs presented in classmates' projects

**Writing:**

- Write a reflection about a positive lifestyle
- Describe a schedule using sequence words
- Construct sentences in the negative simple present tense

| Differentiation | Assessments |
|---|---|

**Interdisciplinary Connections**

- Students will develop a plan for a healthy lifestyle (Health and Nutrition).

**Technology Integration**

- Students will use FlipGrid, WeVideo, Prezi, Google Apps, and more to complete final tasks.

**Media Literacy Integration**

- Students will present statistics from reliable resources.
- Students will interpret graphs and information from dependable websites.

**Global Perspectives**

- Students will discuss different types of foods around the world.
- Students will compare and contrast cultures in relation to routines and habits.

**Formative Assessments:**

- **Dialogue Writing**
- **Language Prompts:**
  - Journal Entries/Turn-and Talk":
    - "When do you wake up?"
    - "What time do you sleep?"
    - "What is your favorite food?"
    - "What's better [food] vs. [food]?"
- **Word and Sentence Work:**
  - Grammar activities
  - Video Interpreting Activity
  - Vocabulary and Grammar Games (Quizlet and Quizizz)

**Summative Assessments, Projects, and Celebrations:**

- **Routines Project**
  - Choose any way to present key information about a positive lifestyle using statistics

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |

        - Dictate a schedule
        - Discuss eating habits
        - Demonstrate study strategies
    - Include resources and visuals (bar graphs, pie charts, and tables)
    - Write a reflection about a lifestyle and what you like about it

- **Grammar Assessment**
    - Demonstrate knowledge of vocabulary
    - Compose negative statements in simple present tense
    - Accurately use adverbs of frequency
    - Describe time with prepositions
- **Website Portfolio:**
    - Upload samples of favorite tasks and projects

| | | | |
|---|---|---|---|
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading | |

Unit 8: Routines- Required Key Vocabulary/Syntax

| Key Vocabulary/Syntax: | Academic Vocabulary: |
|---|---|
| **Vocabulary:**<br>Routine Vocabulary (get up, leave the house, check email, etc.)<br>Food Vocabulary (breakfast, lunch, dinner, etc..)<br>First,<br>Finally,<br>After,<br>Then,<br>Healthy<br>Unhealthy<br><br>**Syntax:**<br>"I/We/They do not/ don't…"<br>"She/He/They does not/doesn't…" | **Vocabulary:**<br>Verbs<br>Adverbs<br>Prepositions of time<br>Bar graph<br>Statistics<br>Reliable<br>Sources<br>Cite |

**Recommended Texts and Resources to Support Unit:**

- **English in Action Workbook 1**
- **English in Action 1**
- **Grammar in Context: Basic**