

**Summit Public Schools
Summit, New Jersey
Standard English for ELLs 1
Length of Course: One academic year**

Curriculum

Course Description:

Standard English for ELLs 1 is for students who have recently arrived to the United States and are not familiar with the English language. Students will understand the structure of English as well as acquire the grammatical foundations necessary for interpersonal, intercultural and instructional purposes. Additionally, learners will develop academic language or CALP (Cognitive Academic Language Proficiency) in order to be successful in school and beyond. Students will enhance English skills in all four domains: reading, listening, speaking and writing. Students will also produce work conforming to WIDA Language Development Standards and New Jersey Learning Standards.

Unit 1: Introductions

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.	
Big Ideas:	
<i>Introductions</i>	
<ul style="list-style-type: none"> ● Introducing yourself ● Giving personal information ● Completing important forms 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How do I say hello and goodbye? ● Where are my classmates from? ● How can I give important information about myself? ● How can I introduce myself? 	Students will understand that... <ul style="list-style-type: none"> ● Americans greet each other differently in formal and informal situations

<ul style="list-style-type: none"> ● How do I complete important school forms? 	<ul style="list-style-type: none"> ● When and how one must give personal information ● Verb forms change based on their subject ● Two words can be combined to create one word that has the same meaning
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
	<ul style="list-style-type: none"> ● Students will recite the English Alphabet
	<ul style="list-style-type: none"> ● Students will introduce themselves
	<ul style="list-style-type: none"> ● Students will use possessive pronouns (My, your, his/her/their)
	<ul style="list-style-type: none"> ● Students will use the present tense of the verb “to be”
	<ul style="list-style-type: none"> ● Students will write questions asking for personal information
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> ● Students will be able to count from 1-20
	<ul style="list-style-type: none"> ● Students will complete a proper heading for a writing assignment
<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● Students will identify country of origin of classmates
<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Sample Assessments:</p>
	<p><i>Formative -</i></p>
	<p><i>Quickwrites, Do nows, Exit tickets</i></p>
	<ol style="list-style-type: none"> 1. <i>Where are you from?</i>
	<ol style="list-style-type: none"> 2. <i>Where is your partner from?</i>
	<ol style="list-style-type: none"> 3. <i>Grammar activities in text</i>
	<ol style="list-style-type: none"> 4. <i>Tell your partner your phone number</i>
<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>Summative</i></p>
	<ul style="list-style-type: none"> ● <i>Students will write a paragraph introducing themselves and give personal information</i>
	<ul style="list-style-type: none"> ● <i>Students will write and present a dialogue for meeting someone for the first time (formal and informal situations)</i>
<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	

Grammar Test

- *Use “to be” in sentences*
- *Use pronouns correctly*
- *Create contractions*

Instructional Strategies:

Reading

- **Examine map of the world**
- **Read “English Around the World**
- **Read mentor text “My Name is Antonio”**
- **Read an American ID card**

Writing:

- **Students write a 6 word emoji biography**
- **Students write paragraph “All About Me”**
- **Students write about a partner**
- **Students write a dialogue about people meeting for the first time**
- **Students write diamante bio poem**

Speaking and Listening:

- **Students introduce themselves to the class**
- **Students introduce a partner to the class**
- **Students pronounce basic phonemes in English alphabet**
- **Students dictate their phone number to a classmate**
- **Students will write and perform a jazz chant using grammar points**

Interdisciplinary Connections -

- **Students identify continents and largely populated countries**

Technology Integration

- **Students create bio poem using animoto**

	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Students will make text to self and text to text connections connections with current events <p>Global Perspectives-</p> <ul style="list-style-type: none"> • Students will compare their culture with others in the class as well as American culture <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> • Understanding the culture shock of starting school in the United States for probably the first time
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>



UNIT 1 REQUIRED KEY VOCABULARY WORDS:

- **First name**
- **Last name**
- **Full name**
- **Student**
- **Paragraph**
- **Teacher**

Texts and Resources:
English in Action 1
English in Action 1 Workbook

Unit 2: School

<p>WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.</p>	
<p>Big Ideas:</p> <p style="text-align: center;"><i>School</i></p> <ul style="list-style-type: none"> ● An American Classroom ● An American School ● Supplies in a classroom ● Singular and Plural nouns ● Be Statements ● Yes/No Questions 	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can students take advantage of all available opportunities in school? ● What services does a school provide? ● Who can students turn to when they need help and how can students find them? ● How can we describe school in our home country? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● The spelling and pronunciation of a noun changes in the plural form ● The letter s can make a /s/ or a /z/ sound at the end of a word ● An American school exists to help students in nearly every aspect of their lives ● There are many adults in a school there can help students
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
Students will:	Instructional Focus:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

- Students will identify numbers 1-1000
- Students will identify classroom objects
- Students will identify test taking vocabulary
- Students will identify essential school staff by name and position
- Students will be able to form plural nouns
- Students will be able to create yes no questions
- Use article a/an
- Use this/these
- Use there is/there are
- Use commands for the classroom

Sample Assessments:

Formative -

- *Students label all items in a classroom*
- *Students play memory game*
- *Students create posters illustrating commonly used commands for the classroom*

Quickwrites, Do nows, Exit tickets

- *Students will answer how many _____ are there?*
- *Students will be able to compare SHS with school in their native country*

Summative

- *Students will write a paragraph describing school in their home country*
- *Students will give one another a tour of the school*
- *Test*

Instructional Strategies:

Reading:

- **Examine school signs and posters**
- **Read My English Class**
- **Read “Classroom instruction Chapter”**
- **Read student dialogue**

Writing

- **Students will write a paragraph describing school in their home country**
- **Students will race to label all objects in classroom**

Speaking and Listening:

- **Students will give one another a tour of the school**
- **Watch video of students talking about going to school in the U.S**
- **Watch video clip of Smallville**

Interdisciplinary Connections -

- **Examine signs in the different content areas in the building**

Technology Integration

- **Students will use google classroom to create and send documents**

Media Literacy Integration

- **Students will read a blog of recent immigrants living in American**

Global Perspectives-

- **Students will discuss school in their home countries**

Culturally Responsive Teaching-

- **Teacher will show pictures of classrooms around the world**

21st Century Skills:

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

REQUIRED KEY VOCABULARY WORDS:

- Classroom vocabulary
- Principal
- Assistant Principal
- Secretary
- Plural
- Singular
- Noun

- Signs
- Posters
- Compare
- Match
- Circle
- Cross -out
- Check
- Underline

Texts and Resources:

English In Action 1
 Heinle Picture Dictionary
 Internet images of classroom objects and school

Unit 3: The Family

<p>WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.</p>	
<p>Big Ideas:</p> <p>The Family</p> <ul style="list-style-type: none"> ● Use adjectives to describe people ● Use possessive adjectives ● Questions with "How old..?" ● Examining cultural fusion ● Writing to inform 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can we use adjectives to describe people? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Adjectives are an important way to give information

<ul style="list-style-type: none"> • How can we describe the members of our family? • How do American families compare with those from our country? • How can we ask for information about people? • What are the vocabulary words we use to talk about familial relationships? 	<ul style="list-style-type: none"> • Families can look very different to different people • Distance does not break familial bonds • Missing family members is a common experience for immigrants
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
	<ul style="list-style-type: none"> • Students will use adjectives to describe people
	<ul style="list-style-type: none"> • Students will use the correct words for family members
	<ul style="list-style-type: none"> • Students will write yes/no questions
	<ul style="list-style-type: none"> • Ask and answer questions using “How old...?”
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Sample Assessments:</p> <p><i>Formative -</i></p> <ul style="list-style-type: none"> • <i>Grammar test on unit grammar points</i> • <i>S compare two nouns using a Venn Diagram</i> • <i>Play Guess Who</i> <p><i>Quickwrites, Do nows, Exit tickets,</i></p> <ul style="list-style-type: none"> • <i>Describe the best day of your life?</i> • <i>Reflect on today’s lesson and write a journal</i> • <i>Write 2 sentences using a vocabulary word.</i> • <i>What surprised you about class today and why?</i>

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

- *Write about something that you have observed in American culture that has confused you.*
- *Write about a family member you miss*

Summative

- *Students write a paragraph describing a family member*
- *Students take grammar test*

Instructional Strategies:

Reading:

- **Students will read mentor text about a family member**
- **Read "My Family"**

Writing:

- **Students write a descriptive paragraph about a family member**
- **Students will create a presentation illustration new adjectives**

Speaking

- **Students will engage in collaborative discussions about similarities and differences in families in different countries**
- **Students will discuss personal reactions with classmates**
 - **I think...**
 - **I feel....**
 - **I like....**
 - **I don't like....**

Listening

- **Students will collaborate to create a presentation rubric**
- **Students will use a rubric to grade classmates' presentations**
- **Student complete cloze activity**

	<p>Instructional Strategies: Interdisciplinary Connections/Global perspectives -</p> <ul style="list-style-type: none"> ● Students will compare families from different countries ● Students will compare and contrast wedding ceremonies in different countries ● Students will examine charts and graphics comparing different cultures/countries <p>Technology Integration</p> <ul style="list-style-type: none"> ● Students will use google classroom to complete assignments ● Students will use google slides to create a slideshow illustrating different adjectives <p>Media Literacy Integration:</p> <ul style="list-style-type: none"> ● Students will describe the family of a famous person <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Teacher prepares for various answers regarding different family units ● Teacher prepares for questions students may have about American family customs, especially step-brother or. half brother vs. brother ● Teacher prepares for students missing close family members
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>21st Century Themes (as applies to content area):</p>

	<p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <ul style="list-style-type: none"> • Students discuss Ronaldo’s workout routine and discuss exercise <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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REQUIRED KEY VOCABULARY WORDS:

- **Family vocabulary**
- **Half-sibling**
- **Step-relative**
- **Sibling**
- **Adjectives to describe people**
- **Single**
- **Married**
- **Divorced**

Texts and Resources:

English In Action 1
 Heinle Picture Dictionary
 Internet images of people with physical traits

Unit 4: At Home

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:

Home

- **Writing to inform**
- **Exploring the writing process**
- **Identify items in a home**

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">● How can we describe our home?● How can we compare and contrast different types of homes?● How can we compare and contrast our home in the U.S with that of our home country?● How can we describe our dream home?● How can we describe where things are in relation to other objects?	Students will understand that... <ul style="list-style-type: none">● It is important to use the right vocabulary when describing a location● Many factors contribute to making a home● It takes time to make a house a home● Writing an address properly is important
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.L1. Demonstrate command of the conventions of standard English	<ul style="list-style-type: none">● Students will identify different types of homes● Students will identify rooms of a house● Students will use prepositions of place (on, under, next to, in back of, in front of, between, above, over in)● Students will create a dialogue describing locations of objects● Students will send a letter● Students will use capital letters correctly

grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Sample Assessments:

Formative -

- *Students will play quizlet to practice vocabulary*
- *Students will address an envelope and mail it to another student in the class*

Quickwrites, Do nows, Exit tickets,

- *Where is your dream home location and why?*
- *How do you like your new home?*
- *What is your favorite room in your house? Why?*
- *Reflect on today's lesson in your journal*
- *Write 2 sentences using a vocabulary word.*
- *What surprised you about class today and why?*

Summative

- *Students take a grammar test on the unit's vocabulary and grammar points*
- *Students create photo essay of their dream home with a composition describing their dream home*

Instructional Strategies:

Reading:

- **Students will read various classified ads for apartments for rent**
- **Students will examine mentor texts of people describing homes**
- **Students will read the information contained on an envelope**
- **Read article and identify prepositions of place**

	<p>Writing:</p> <ul style="list-style-type: none"> ● Students will address and mail a letter to a classmate ● Students will write a composition describing their dream home <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Students will dictate their information to a classmate ● Students will evaluate the presentations of others <p>Interdisciplinary Connections/Global perspectives</p> <ul style="list-style-type: none"> ● Students examine homes of rich and famous <p>Technology Integration</p> <ul style="list-style-type: none"> ● Students will use google slides to prepare a presentations ● Newsela <p>Media Literacy Integration:</p> <ul style="list-style-type: none"> ● Students will use Newsela to find articles with which to make text to text connections <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Teacher will be be sensitive that this unit may touch upon unsettling events in students' lives ● Content may be adapted if students are too sensitive to comment
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p>

	<ul style="list-style-type: none">● Look up prices of homes using trulia.com <p>Civic Literacy</p> <p>Health Literacy</p> <ul style="list-style-type: none">● Students will examine how to become CPR certified <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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REQUIRED KEY VOCABULARY WORDS:

- **Types of home vocabulary**
- **Rooms of a house vocabulary**
- **Objects in a room vocabulary**
- **Compare/Contrast**

Texts and Resources:

English In Action 1
Heinle Picture Dictionary
Internet images of different types of homes and rooms in a house

Unit 5: What are you doing?

<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">Actions</p> <ul style="list-style-type: none"> ● Describing actions ● Affirmative and negative statements ● Questions and short answers 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can we describe what we are doing right now? ● How do we form the present progressive tense? ● When do we use the present progressive tense? ● What is the vocabulary to describe actions? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● The present progressive is used to describe actions occurring at this moment ● The present progressive is different from the present simple ● The present progressive is more common in English than in Spanish
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p> </p> <p> </p> <p> </p> <p> </p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will identify the construction of the present progressive <ul style="list-style-type: none"> ○ Subject + is/am/are + verb + ing ● Students will use present progressive affirmative statements ● Students will use the present progressive in the negative form ● Students will ask and answer short answer questions with the present progressive <p>Sample Assessments:</p>

grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Formative:

- *Human map of present progressive construction*
- *Student complete activities in text*
- *Students use quizlet to review new action verbs*
- *Play charades using the present progressive and new vocabulary*
- *Play "What changed game?"*

Summative:

- *Grammar test on grammar points*
- *Students create digital short story using the present progressive*

Instructional Strategies:

Reading:

- **Examine new list of verbs in picture dictionary "Run, jump, walk"**
- **Read "Everybody's Talking"**
- **Read Newsela article and highlight words in present progressive form**

Writing:

- **Students write sentences using the present progressive**
- **Students write a short story using the present progressive**
- **Students write a dialogue**
- **Write an email to a friend titled "What Happening?"**
- **Students record observations of someone/something in the midst of an action using the present progressive**

Listening and Speaking:

- **Students tell what a person is or isn't doing in pictures of a house**

	<ul style="list-style-type: none"> ● Students tell what a person is or isn't wearing in "what's changed game" ● Students will present skit using the present progressive <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Students will examine the rise of the use of cellphones and social media in society ● Teacher will introduce idea of recording observations <p>Technology Integration</p> <ul style="list-style-type: none"> ● Students will complete assignments on google slides ● Students will use grammarly to spell check email assignment ● Newela <p>Media Literacy Integration:</p> <ul style="list-style-type: none"> ● Students will find pictures of people in the middle of an action from around the world <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Students will discuss how the internet has changed the culture of their hometowns, both the positive and the negative <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Teacher will prepare for students that have never written an email before ● Teacher will prepare for students who have no access to the internet at home
<p>The following skills and themes listed to the right should be reflected in the design</p>	<p>21st Century Skills: Creativity and Innovation</p>

<p>of units and lessons for this course or content area.</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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<p>REQUIRED KEY VOCABULARY WORDS:</p> <ul style="list-style-type: none"> ● Action ● Observe ● Observations ● Record ● Action verbs ● Right now ● Email ● Spell check
<p>Texts and Resources: English In Action 1 Heinle Picture Dictionary Internet images of people engaged in an action</p>

Unit 6: My City

<p>WIDA Standard 1: English Language Learners (ELL’s) communicate for social and instructional purposes within the school setting.</p>	
<p style="text-align: center;">Big Ideas: My City</p> <ul style="list-style-type: none"> ● Identifying places in a city ● Adjectives ● Locations ● Climate ● Stores ● Use of “because” and “and” 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can I describe a city? ● How can I describe the climate? ● How can I describe the seasons? ● How can I compare and contrast my city with Summit? ● How can I describe a location using prepositions of place? ● How can I understand and give directions? ● How can I write longer sentences? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● There are many differences, both positive and negative, between Summit and their home city ● Stores and shops are a reflection of culture ● Prepositions of location help one understand present location ● How to best give clear directions ● A conjunction helps give more information in a sentence
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <hr/> <hr/> <hr/> <hr/>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will describe a city ● Students will use a venn diagram to compare and contrast two nouns ● Students will identify major cities on a map of The United States ● Students will identify weather vocabulary ● Students will identify stores in a city
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

- Students will use “because” to give reasons and “and” to give more information
- Students will use prepositions of location (on the corner of, in front of, in back of, behind, next to, across from, between)
- Identify regions on the United States (North, South, Midwest, etc.)
- Use adjectives to describe a city

Sample Assessments:

Formative -

- *Students unscramble sentences*
- *Use quizlet to review new vocabulary*
- *Complete activities in chapters 6 and 7*
- *Play giving directions game*

Quickwrites, Do nows, Exit tickets

5. *Describe your city using the new adjective you learned*
6. *Where in the world would you want to live and why?*
7. *What do you like about Summit? Why?*
8. *What don't you like about Summit? Why?*

Summative

- *Students will use a Venn diagram to compare two cities*
- *Students will create a digital presentation comparing their hometown with Summit*
- *Create a map of your dream city*
- *Quizzes/tests*
- *Share pictures of hometown on Padlet*

Instructional Strategies:

Reading

- **Examine map of The United States**
- **Read “Seattle”**
- **Read “Our School”**
- **Read “My Local Library”**
- **Research a city on Wikipedia**
- **Read directions on mapquest/google maps**

Writing:

- **Students complete a Venn diagram comparing two cities**
- **Students create their dream town**
- **Students write sentences using “because”**
- **Use mapquest to request directions**

Speaking and Listening:

- **Give directions to a classmate to move around the room**
- **Follow directions from a classmate to move around the room**
- **Students present dream city to the class**
- **Students present comparing cities project to the class**
- **Watch 10 most beautiful places to visit video**

Interdisciplinary Connections -

- **Students examine seasonal effects in the northeast**
- **Students examine map of the united states**

Technology Integration

- **Students use mapquest to get direction**
- **Use of padlet**

Media Literacy Integration

- **Students research information about their home city**

	<ul style="list-style-type: none"> ● Visit the library to examine resources/services <p>Global Perspectives-</p> <ul style="list-style-type: none"> ● Students will compare their home city with Summit <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> ● Teacher will prepare for students talking about civil strife and crime in their home countries
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <ul style="list-style-type: none"> ● Examine cost of living in places around the world <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>



UNIT 6 REQUIRED KEY VOCABULARY WORDS:

- **Map**
- **Region**
- **Adjectives to describe cities, weather**
- **Seasonal vocabulary**
- **Stores and places in a city vocabulary**
- **Take out**
- **Check out**
- **Borrow**

Texts and Resources:
English in Action 1
English in Action 1 Workbook
Heinle Picture Dictionary
Wikipedia

Unit 7: Shopping

WIDA Standard 1: English Language Learners (ELL’s) communicate for social and instructional purposes within the school setting.	
Big Ideas: <i>Shopping</i> <ul style="list-style-type: none">● Stores● Use “How much”● Money	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● How can I ask for and give prices?	Students will understand that...

<ul style="list-style-type: none"> ● How do Americans shop? ● What are some of the names of clothing items? ● How do Americans play for things? ● How can we understand American ads? 	<ul style="list-style-type: none"> ● Americans have specific customs for shopping ● Americans have specific customs for handling money ● Americans pay for items in various ways ● The names of basic items of clothing ● Americans use various forms of payment ● Advertisements have specific purposes in the United States
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
	<ul style="list-style-type: none"> ● Students will be able to use the vocabulary for money
	<ul style="list-style-type: none"> ● Students will be able to describe the various methods of payment
	<ul style="list-style-type: none"> ● Students will be able to ask for and give prices
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> ● Students will be able to ask questions using “How much..”
<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● Students will be able to read an advertisement for information
<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> ● Students will be able to use expressions/vocabulary for shopping in a store
<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Students will know clothing vocabulary
	<ul style="list-style-type: none"> ● Students will express desire to return an item to a store
	<p>Sample Assessments:</p>
	<p><i>Formative -</i></p> <ul style="list-style-type: none"> ● <i>Students will write prices when dictated</i>
	<ul style="list-style-type: none"> ● <i>Students will role play shopping at a store</i>
	<ul style="list-style-type: none"> ● <i>Students will role play returning an item to a store</i>
	<p><i>Quickwrites, Do nows, Exit tickets</i></p> <ul style="list-style-type: none"> ● <i>What is our favorite store</i> ● <i>When does the shopping in your family? Why?</i>

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

- *What makes you want to buy an item?*

Summative

- *Students will write a paragraph about a memory they associate with an item of clothing*
- *Students will present a dialogue of a person shopping and a store clerk*
- *Quizzes/tests*

Instructional Strategies:

Reading

- **Read advertisements of sales (determine final cost)**
- **Read “My Favorite Store”**

Writing:

- **Students write a dialogue about shopping**
- **Students write about a favorite gift they have received**
- **Students create a store and write the prices for items**

Speaking and Listening:

- **Present a skit about shopping**
- **Ask and give prices of items**
- **Use expressions associated with shopping**
- **Watch video of people shopping**

Interdisciplinary Connections -

- Determine final cost of an item after a discount
- Determine a cost of an item including tax

Technology Integration

- Students find online calculators to determine cost

	<ul style="list-style-type: none"> ● Students create an ad for their store <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students research time best price for a specific item <p>Global Perspectives-</p> <ul style="list-style-type: none"> ● Students will examine the custom of bargaining around the world <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> ● Teacher will prepare for students talking about not being able to afford many of the items other SHS have
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>



UNIT 7 REQUIRED KEY VOCABULARY WORDS:

- **To go shopping**
- **To shop**
- **Sale**
- **Discount**
- **Tax**
- **Total cost**
- **Cost**
- **Quarter**
- **Nickle**
- **Dime**
- **Change (noun)**
- **Penny**
- **Cents**
- **Dollars**
- **Credit card**
- **Debit card**
- **Check**
- **cash**

Texts and Resources:

English in Action 1

English in Action 1 Workbook

Heinle Picture Dictionary

Wikipedia

Unit 8: Clothing and Weather

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

Big Ideas: *Clothing and weather*

- **Adjectives for weather**
- **Identifying items of clothing**
- **Weather**

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
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<ul style="list-style-type: none"> ● How and I use adjectives to describe the weather? ● How can I describe today’s weather? ● How will the weather change in the spring? ● How can I name all items of clothing? ● How can I use the present continuous to describe what I am wearing? ● How can I used adjectives to describe clothing? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● A person living in the northeast has appropriate clothing for any weather ● There are many adjectives to describe clothing ● Clothing has an emotional component ● Students will understand the climate of the northeast
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
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<p>Students will:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will use the present progressive to describe what they are wearing ● Students will use adjectives to describe clothing ● Students will be able to choose the appropriate clothing items for weather <p>Sample Assessments:</p> <p><i>Formative -</i></p> <ul style="list-style-type: none"> ● <i>Students tell what they would wear according to a monthly calendar (in Summit)</i>
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NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

- *Students dress a character*
- *Students create a “lookbook” for a famous person for each of the four seasons*

Quickwrites, Do nows, Exit tickets

- *What is your favorite item of clothing? Why?*
- *Explain how important fashion is to you?*

Summative

- *Students will create a “weather report”*
- *Quizzes/tests*
- *Students create a children’s game to practice clothing vocabulary*

Instructional Strategies:

Reading

- **Read “Weather”**
- **Read a 10 day weather forecast from the newspaper**
- **Read newsela climate change article**

Writing:

- **Write a weather newscast**
- **Write a prediction of style of clothing for 30 years in the future**
- **Write sentences describing daily weather**

Speaking and Listening:

- **Present weather forecast to class**
- **Present project of future clothing style**
- **Ask and answer questions about what people are wearing**
- **Ask and answer questions about the weather**
- **Watch a weather forecast**

	<p>Interdisciplinary Connections -</p> <ul style="list-style-type: none"> • Students examine climate change in The United States and their own country • Examine where clothing is made and why <p>Technology Integration</p> <ul style="list-style-type: none"> • Students use weather.com to look at forecast <p>Global Perspectives-</p> <ul style="list-style-type: none"> • Students will compare the day's weather with that of their own country <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> • Teacher will prepare for students suffering from discomfort from the climate of the northeast as many are not used to the cold weather
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p>

	<p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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UNIT 8 REQUIRED KEY VOCABULARY WORDS:

- **Weather**
- **Forecast**
- **News report**
- **Spring**
- **Summer**
- **Fall**
- **Winter**
- **Clothing vocabulary- detailed**

Texts and Resources:
English in Action 1
English in Action 1 Workbook
Heinle Picture Dictionary
Wikipedia

Unit 9: Daily Routines

WIDA Standard 1: English Language Learners (ELL’s) communicate for social and instructional purposes within the school setting.

Big Ideas: *Daily Routine*

<ul style="list-style-type: none"> ● Describing everyday routines ● Telling time ● Creating a personal schedule ● Discussing study strategies 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How do English speakers tell time? ● How can I use the present simple to talk about my daily routines? ● How can I talk about my day? ● How do Americans feel about punctuality? 	Students will understand that... <ul style="list-style-type: none"> ● Americans often make schedules to manage time ● Americans often talk about daily routines ● Being punctual is extremely important in American culture
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none"> ● Students will use prepositions of time(at, on, in, from..to) ● Students will use the simple present tense ● Students will make negative statements with the simple present tense ● Students will ask about time ● Students will ask about a person’s day ● Students will pronounce /s/ as a /z/ and / ðz/ ● Students will tell what the time is Sample Assessments: <i>Formative -</i> <ul style="list-style-type: none"> ● <i>Students play time telling game</i> ● <i>Students complete a schedule of their day</i> ● <i>Play games to practice present simple</i> <i>Quickwrites, Do nows, Exit tickets</i>
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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.

- *Explain if you think you are too busy?*
- *What would you do if you had an extra hour each day (something besides sleep!)*
- *What time do you think school should start each day and why?*

Summative

- *Write a paragraph describing a person's day- use: first, next, then, finally/last*
- *Quizzes/tests*

Instructional Strategies:

Reading

- **Read “Studying English”**
- **Read “Studying English on the computer**
- **Students examine vocabulary for telling time**
- **Students read Heinle Picture Dictionary Daily Routine**

Writing:

- **Students write about a person's day using: First, next, then, finally**
- **Students write about preferred study habits**

Speaking and Listening:

- **Students listen to a schedule dictated and must complete a schedule with the correct information**
- **Students dictate schedule to a partner via vocaroo**
- **Students write a dialogue using time vocabulary and routines**
- **Watch video and athlete discussing daily routine**

	<p>Interdisciplinary Connections -</p> <ul style="list-style-type: none"> • Students examine map of time zones • Students determine time difference between Summit and the timezone of their home country • Newsela reading about daylight savings <p>Technology Integration</p> <ul style="list-style-type: none"> • Students use Vocaroo <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Students research daylight savings <p>Global Perspectives-</p> <ul style="list-style-type: none"> • Students will compare time zones (Summit & home city) <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> • Teacher prepares for students exhibiting frustration about working long hours in addition to going to school
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p>

	Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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UNIT 9 REQUIRED KEY VOCABULARY WORDS:

- **Daily routine vocabulary**
- **Schedule**
- **Free time**
- **Present simple**
- **Study habits**
- **Indent**

Texts and Resources:

English in Action 1

English in Action 1 Workbook

Heinle Picture Dictionary

Wikipedia

Unit 10: Food & Nutrition

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 3: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

- Big Ideas: *Food and Nutrition***
- **Identifying healthy eating habits**
 - **Food vocabulary**
 - **Ordering food at a restaurant**

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
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- | | |
|--|---|
| <ul style="list-style-type: none"> ● How can we name foods in English? ● How do I order food at a restaurant? ● How can we compare foods from different countries? ● How can we talk about our food likes and dislikes? ● How can we illustrate information in a graph? | <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Americans have unique dining costumes ● Certain foods are healthy and certain foods are unhealthy ● Graphs are an illustration of information ● Food differs around the world ● People around the world use food to celebrate |
|--|---|

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
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<p>Students will:</p> <hr/> <hr/> <hr/> <hr/> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will identify various foods in English ● Students will use the expressions “I like..” and “I don’t like..” ● Students will use adverbs of frequency (always, sometimes, never) ● Students will create both a bar and a pie graph ● Students will share food from their home countries <p>Sample Assessments: <i>Formative -</i></p>
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capitalization, punctuation, and spelling when writing.

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.

- *Students complete a graphic organizer illustrating food they do and do not like*
- *Students play games reviewing new vocabulary*
- *Compare and contrast typical meals from various countries*
- *Complete survey using: always, sometimes, never*

Quickwrites, Do nows, Exit tickets

- *What is your favorite food? Why?*
- *What is a typical food from your country?*

Summative

- *Write about the a traditional meal from your country to celebrate a holiday*
- *test/quiz*
- *Present a skit of diners eating at a restaurant*

Instructional Strategies:

Reading

- **Read menus of various restaurants**
- **Read “Holidays and Food”**
- **Read dialogues from restaurants**
- **Students read a bar graph for information**
- **Students examine nutrition label**

Writing:

- **Students write about their favorite meal**
- **Students write dialogue of people at a restaurant**
- **Students create menu for a new restaurant**

Speaking and Listening:

	<ul style="list-style-type: none"> ● Watch video about diners at a restaurant ● Students present a skit of diners at a restaurant ● Students prepare and present a typical food/drink from their home countries <p>Interdisciplinary Connections -</p> <ul style="list-style-type: none"> ● Students examine nutritional labels ● Students create pie and bar graphs <p>Technology Integration</p> <ul style="list-style-type: none"> ● Students use Vocaroo <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students research history of a certain food <p>Global Perspectives-</p> <ul style="list-style-type: none"> ● Students will compare what meals look like around the world <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> ● Teacher prepares for students having a strong dislike for American food ● Teacher prepares for students missing their traditional celebrations from home
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p>

	<p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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UNIT 10 REQUIRED KEY VOCABULARY WORDS:

- **Celebration**
- **Dessert breakfast**
- **Lunch**
- **Dinner**
- **Waiter**
- **Hostess**
- **Chef**
- **Cook**
- **Calories**
- **Fat**
- **Sugar**
- **Fiber**
- **nutrition**

Texts and Resources:

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

Unit 11: Occupations

<p>WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.</p> <p>WIDA Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	
<p>Big Ideas: <i>Daily Routine</i></p> <ul style="list-style-type: none"> ● Describing jobs ● Reading classified ads ● Completing a job application form 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can I describe my dream job? ● How can I use Wh- questions to attain information? ● What training do I need to get my dream job? ● How can we use the present tense to describe the responsibilities of a specific occupation? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Many occupations require specific school and training ● Every occupation has certain responsibilities ● Attaining a job requires important paperwork to be completed
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will use the present simple to make statements about occupations ● Students will write Wh- questions

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

- Students will research the responsibilities and requirements for a specific occupation

Sample Assessments:

Formative -

- *Students play charades game*
- *Play matching game*
- *Grammar activities in text*

Quickwrites, Do nows, Exit tickets

- *Explain if you work, do you like your job?*
- *What was your dream job when you were 5 years old?*
- *Brainstorm jobs you want to research*
- *Predict what new jobs will be created in the future*

Summative

- *Create a presentation about an occupation*
- *Quizzes/tests*

Instructional Strategies:

Reading

- **“Working at a Hotel”**
- **“My Job”**
- **Newsela article on interesting jobs**
- **Read help wanted ads**

Writing:

- **Write a paragraph describing an occupation**
- **Write help wanted ads**
- **Complete a job application**

Speaking and Listening:

- **Students watch a video of people talking about their jobs**
- **Students present research report on occupation**

	<ul style="list-style-type: none"> ● Students interview each other for a job <p>Interdisciplinary Connections -</p> <ul style="list-style-type: none"> ● Students research occupations in various fields <p>Technology Integration</p> <ul style="list-style-type: none"> ● Students use Vocaroo <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students research occupations <p>Global Perspectives-</p> <ul style="list-style-type: none"> ● Students will compare job responsibilities in different countries <p>Culturally Responsive Teaching-</p> <ul style="list-style-type: none"> ● Teacher prepares for students exhibiting frustration about working long hours in addition to going to school ● Teacher also prepare for students talking about working without documents
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content</p>

	<p style="text-align: right;">area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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UNIT 11 REQUIRED KEY VOCABULARY WORDS:

- **Occupation**
- **College**
- **Associate degree**
- **What do you do? (occupation)**
- **Benefits**
- **Retirement plan**
- **Overtime**
- **Minimum wage**
- **bonus**

Texts and Resources:
English in Action 1
English in Action 1 Workbook
Heinle Picture Dictionary
Wikipedia