Wall Township Public Schools	BOE Approval Date: August 20, 2024

Course Title: : A2 English Language Literacy Beginner 9-12

Course Description: A2- WIDA Beginning (2.0-2.5)
The purpose of this course is to build on the foundation created in content and language acquisition for beginning students in grades 6th- 8th. After completing this course, students will have gained language to be able to communicate more elaborate and specific needs, interests and school related concepts in English. Furthermore, students will be able to apply, utilize and build on basic English grammar concepts through reading, writing, speaking and listening.

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers

- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: At Home	20
Unit 2: Food & Drink	20
Unit 3: Travel	20
Unit 4: Around Town	20
Unit 5: Health & Wellness	20
Unit 6: At Work	20

Unit 1

Desired Results

Unit 1: At Home

Unit Summary: The purpose of this unit is to provide a foundation in vocabulary in relation to rooms and items in a home. Students will learn prepositions of place to better describe the location of items, and adverbs of frequency to describe how often they complete chores in the house. This unit will give students language that will enhance their reading, writing, speaking and listening skills.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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[The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12]

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

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9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:

- What are the rooms in our households called?
- How can we explain what items are in our house?
- What types of chores do we complete at home?
- How do prepositions help describe where things are?
- How do adverbs of frequency show how often we complete tasks?

Unit Enduring Understandings:

- Understanding the different locations in a home can provide vocabulary for students to share more about their lives.
- Vocabulary about the various items in a household is necessary for students as they begin to see those items in content area readings.
- By talking about what chores are done at home, students can connect with each other and share similarities.
- Prepositions of place will allow students to describe where things may be but also understand commands and tasks in English.
- As adverbs have different purposes, those of frequency will help students explain what tasks or activities they complete often.

Vocabulary:

Section 1 Vocabulary: Rooms and Locations

Rooms in a Home	Discuss a Home		Prepositions of Place	
the basement	the address	the stairs	above	on
the bathroom	the apartment	upstairs	behind	under
the bedroom	the door	downstairs	between	
the dining room	the garage	the window	far from	
the kitchen	the gate	the yard	in	
the laundry room	the hallway; the hall		in front of	
the living room	the house; the home		near	
	the key		next to	

Section 2 Vocabulary: Items in a Home			
Appliances	Household Furnishings		
the dryer; the clothes dryer	the armchair	the curtain	to put
the computer	the bathtub	the dresser	the rug
the dishwasher	the bed	the furniture	the shower
the refrigerator; the fridge	the blanket	to hang	the sink
the television; the TV	the chair	the lamp	the toilet
the washing machine	the clock	the light	the towel
	the couch; the sofa	the picture	
	the cupboard	the pillow	
		the poster	

Section 3 Vocabulary: Household Chores		
Chores	Set the Table	Adverbs of Frequency

to clean the room
to clear the table
to cook dinner
to do the chores
to dry; to wash
  the clothes
  the dishes
to feed the pet
  the cat
  the dog
	to make the bed
	to mow the lawn
	to set the table
	to take out the garbage
	to vacuum
	to wash the windows
	to water
	  the flowers
	  the plants
		the bowl
		the cup
		the fork
		the glass
		the knife (knives)
		the napkin
		the plate
		the spoon
			How often do you ___?
			  always
			  usually
			  often
			  sometimes
			  rarely
			  never
				daily
				weekly
				monthly
				yearly
				every _____
				  day
				  week
				  month
				  year

Students will be able to:

- describe rooms in a house and household items
- use prepositions of place
- describe items in a room using **there is/there are**
- use the present continuous
- discuss chores using adverbs of frequency

Learning Activities & Differentiation: *(Amistad, Asian American & Pacific Islanders, Diversity & Inclusion [DEI],)*

1. **Game - Chapter 1 Bingo**: Create a bingo board using question and answer statements to learn more about each other learned in Chapter 1.
2. **Independent/Partners:** Choose one of the locations of interest in California (*See Intro to Culture 1-2*). Research it, and present why it is a place that people would want to go.
3. **Whole Group:** Go to youtube. com and look up "Preposition ESL Game." Have students watch the video and answer the question as to where the items were in the video. If this is not available. Make up your own game by using classroom supplies, and asking students to create a statement about where they are.
4. **Groups:** Homes around the world, and including in the United States are different. Split students into groups and research how homes in the United States have developed into what they are today. Be sure to include any significant figures.

Assessment Evidence

Formative Assessments:

All activities can be found in the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

<u>Section 1: Rooms and Location</u>

Vocabulary

- **ACTIVITY 1.1.5 - READ:** Match each room with the correct letter based on the house image
- **ACTIVITY 1.1.6 - READ:** Match each vocabulary word with the correct image
- **ACTIVITY 1.1.8 -LISTEN & WRITE:** Listen to the description of the house. Then, fill in each blank with the correct missing words.
- **ACTIVITY 1.1.9 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.

Grammar

- **ACTIVITY 1.1.12 - LISTEN:** Listen to where the ball is located in relation to the box.
- **ACTIVITY 1.1.13 - READ & WRITE:** Fill in each blank with the correct prepositions based on the image
- **ACTIVITY 1.1.14 - SPEAK:** Look at the picture and say there the dog is in relation to the dog house
- **ACTIVITY 1.1.17 - LISTEN & READ:** Listen to the answers and match each one with the correct question\
- **ACTIVITY 1.1.18 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.

Conversation/Reading

- **ACTIVITY 1.1.19 - Design a house!:** Design your house by writing room names in each area
- **ACTIVITY 1.1.20 - What does your house look like?:** Create **five** open - ended questions using different question words to learn about your partner's real house.
- **ACTIVITY 1.1.21 - READ:** Read each house advertisement. Then, place each phrase under the correct house
- **ACTIVITY 1.1.22 - READ & SPEAK:** Answer each question about the house ads using complete sentences.

<u>Section 2: Items in a Home</u>

Vocabulary

- **ACTIVITY 1.2.5 - READ:** Match each vocabulary word with the correct image
- **ACTIVITY 1.2.6 - READ:** Choose the best answer for each question

- **ACTIVITY 1.2.7 - WRITE:** Put each sentence in the correct word order to describe the room in the picture
- **ACTIVITY 1.2.8 - SPEAK:** Say where the first item is located in relation to the second item based on the image
- **ACTIVITY 1.2.9 - WRITE:** Choose **one** room in your home. Describe the furniture...

Grammar

- **ACTIVITY 1.2.12 - READ:** Choose the correct present continuous answer for each question
- **ACTIVITY 1.2.13 - SPEAK:** Say a present continuous sentence using the subject pronoun and infinitive verb phrase given
- **ACTIVITY 1.2.14 - LISTEN & READ:** Listen to the answers and match each one to the correct questions
- **ACTIVITY 1.2.17 - READ:** Choose the best answer that best completes each statement or question
- **ACTIVITY 1.2.18 - LISTEN & SPEAK:** Listen to each question about the rooms and household items in the image...
- **ACTIVITY 1.2.19 - SPEAK:** Say at least **five** sentences that describe **there is** or **there are** in the bathroom

Conversation/Reading

- **ACTIVITY 1.2.20 - Who unpacks what?:** You and your family are moving into a new home today.....Put an X under the people who are helping with or unpacking each item
- **ACTIVITY 1.2.21 - Describe a room!:** Choose **one** of the nine rooms to describe to your partner...
- **ACTIVITY 1.2.22 - READ:** Choose the best answer for each question based on the furniture advertisement.
- **ACTIVITY 1.2.23 - READ & SPEAK:** You are shopping for furniture for your new home.....

<u>Section 3: Household Chores</u>

Vocabulary

- **ACTIVITY 1.3.5 - READ:** Match each vocabulary noun or verb with the correct image
- **ACTIVITY 1.3.6 - WRITE:** Fill in each blank with the correct missing word.
- **ACTIVITY 1.3.7 - WRITE:** Fill in each blank with the correct vocabulary word for each time based on the image
- **ACTIVITY 1.3.8 - LISTEN:** Listen to each sentence. Then, match each room with the correct sentence number
- **ACTIVITY 1.3.10 - SPEAK:** Look at each picture and say who **has to** do each chore using complete sentences.

Grammar

- **ACTIVITY 1.3.13 - WRITE:** Type the sentences that describe how often each person does each chore.
- **ACTIVITY 1.3.15 - READ:** Match two parts to form a complete sentence based on Samantha's calendar
- **ACTIVITY 1.3.16 - LISTEN & WRITE:** Luka's family has a chore chart so everyone knows what they need to do..

- **ACTIVITY 1.3.19 - WRITE:** Type a present continuous sentence that describes what chore each person is doing at their home right now
- **ACTIVITY 1.3.20 - LISTEN:** Listen to each person describe his/her chores.
- **ACTIVITY 1.3.21 - SPEAK:** Use the name of the person and the picture of the chore to say what each person is doing.

Conversation/Reading

- **ACTIVITY 1.3.23 - Let's build sentences!:** Make as many sentence combinations as possible with your partner or group....
- **ACTIVITY 1.3.24 - How often?:** Take turns asking and answering questions about how often people do chores
- **ACTIVITY 1.3.25 - Do you help at home?:** Take turns asking and answering questions with your classmates
- **ACTIVITY 1.3.26 - READ:** Read the email from Isabella. Then, place each core under the correct family member.
- **ACTIVITY 1.3.27 - READ & WRITE:** Respond to Isabella's email. Answer her questions about your family and household chores
- **ACTIVITY 1.3.28 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.

Unit 1 (Chapter 1) Review:

- **Self Evaluation**
- **Listening Review:** review by completing activities about household places, chores and other nouns related to the home
- **Grammar Review:** Complete activities related to adverbs of frequency and prepositional phrases by using **there is/are**
- **Reading Review:** Read Rebecca's description of her house. Answer each question based on what you read
- **Writing Review:** Practice writing present continuous
- **Speaking Review:** Describe your kitchen in detail and describe a picture in detail with vocabulary from the chapter

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - Draw your dream room:** With a partner, dream up the best bedroom you could think of...
- **Project 2 - Design your dream room on a budget:** With a partner, design a room on the computer while staying under the given budget.

<u>Assessments:</u>

- **Unit 1 (Chapter 1) Robotel Assessment** (*Online via the HUB)*

Common Benchmark Assessments:

- LinkIt! Benchmark
- Robotel Chapter 1 Unit Assessment

Alternative Assessments:

- **Case by case using Robotel Online Program**

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **include pictures of kitchens, have students choose pictures that resemble places in their homes**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **include pictures of kitchens, have students choose pictures that resemble places in their homes**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
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Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **include pictures of kitchens, have students choose pictures that resemble places in their homes**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **have students research the cultural differences between homes in America vs. their native country**
- Higher-order thinking skills:
- Interest-based content:

- Student-driven instruction
- Real-world problems and scenarios: **integrate math by including problem solving furniture space issues**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Introduce vocabulary before reading**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **Identify vocabulary that connect to L1**
- Teacher modeling -
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **Vocabulary/Grammar posters on walls for all students to see.**
- Sentence frames: **include sentence frames that will allow students to speak about places in the home, chores and ect.**
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results
Unit 2: Food & Drink
Unit Summary: This unit encompasses vocabulary in regards to food and drink. Students will learn and utilize vocabulary that includes food and meals, grocery shopping and ordering in a restaurant. Furthermore, students will be able to communicate their preferences, and use intensifiers.
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Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can we talk about our foods and meals? • What language do we need to use at the grocery store?	• Understanding how to talk about food and meals will help students explain what they eat on the regular.

• How can we order food when out to eat in a restaurant? • When do we need to use intensifiers to show something more specific? • What language do we use to talk about our preferences?	• When students go to the grocery store, they are able to use the proper language to get the assistance they need. • In restaurants, there is a common language that is used that will allow students to order food in the proper manner. • Using intensifiers such as *enough*, *so*, and *too* will give students a way to be more specific about foods. • By having the language to talk about preferences, students can voice their opinions in the proper manner.

Vocabulary:

Section 1 Vocabulary: Food and Meals

Meals	For Breakfast	For Lunch or Dinner		Other Words and Phrases
the meal the breakfast the lunch the dinner; the supper the snack	the biscuit the bread the toast the cereal the egg the omelet the fruit the yogurt	the chili the chips the hamburger; the burger the french fries; the fries the meat the beef the chicken the pork the sausage the pasta	the pizza the rice the salad the sandwich the seafood the fish the lobster the shrimp the soup the vegetable	to drink to eat grilled to have a picnic hungry thirsty
				Intensifiers
				enough so too

Section 2 Vocabulary: Grocery Shopping

Fruit	Vegetables	Miscellaneous Food Items	Other Words and Phrases
the apple the banana the berry (berries) the grape the lemon the orange the pear	the broccoli the carrot the cucumber the lettuce the mushroom the onion the potato (potatoes) the tomato (tomatoes)	the butter the cheese the slice of cheese the honey the jam; the jelly the pepper the salt	the bag fresh to go grocery shopping the groceries the grocery store **Verbs of Preference** can't stand dislike don't mind enjoy like love

Section 3 Vocabulary: In a Restaurant			
In a Restaurant	Ordering from a Menu	Drinks	Other Words and Phrases

the bill
to recommend
the restaurant
the restroom
to serve
to taste
to try
the waiter
the waitress
	the appetizer
	the dessert
	  the cake
	  the piece of cake
	  the chocolate
	  the ice cream
	the main course
	the menu
	to order
		the coffee
		the juice
		the lemonade
		the milk
		the soda
		the tea
		the water
			How does it taste?
			  bland
			  delicious
			  spicy
			  sweet
			the ice
			to be full

Students will be able to:

- discuss food and drink using **some** and **any**
- use basic intensifiers to describe food
- discuss groceries using **countable** and **uncountable** nouns
- order in a restaurant
- use polite requests with **could**

Learning Activities & Differentiation: *(Amistad, Asian American & Pacific Islanders, Diversity & Inclusion [DEI], LGBTQ and People with Disabilities,)*

1. **Game - Chapter 2 Bingo**: Create a bingo board using question and answer statements to learn more about each other learned in Chapter 2.
2. **Individual/Partners:** Over 12 million immigrants entered the United States through Ellis Island. Research Ellis Island and share at least 5 interesting facts that you learned. (*differentiate when appropriate)*.
3. **Individual/Partners:** New York City is known for their Broadway Musicals. Many musicals represent different cultures and ideologies. Give each group/student a diverse/inclusive Broadway show. Have them research and present how this show is diverse/inclusive (*differentiate when appropriate)*
4. **Individual:** As students come from different cultures, they also bring different foods with them as well. Have students research a food that their family commonly cooks. Have them present it to the class.
5. **Whole Group:** Design a restaurant with a menu that is inclusive/diverse to all of the students' eating habits.

Assessment Evidence

Formative Assessments:

All activities can be found in the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1: Food and Meals

Vocabulary

- **ACTIVITY 2.1.5 - READ:** Choose the best answer for each question

- **ACTIVITY 2.1.6 - READ & WRITE:** Fill each blank with the correct vocabulary word based on each picture.
- **ACTIVITY 2.1.7 - LISTEN:** Listen as people talk about their lunches. Match each description with the correct lunch image.
- **ACTIVITY 2.1.8 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.

Grammar

- **ACTIVITY 2.1.10 - READ & WRITE:** Fill in the blank with **some** or **any**
- **ACTIVITY 2.1.13 - SPEAK:** Look at what is in the refrigerator. Use **some** or **any** to talk about foods you **do** and **do not have.**
- **ACTIVITY 2.1.14 - LISTEN & SPEAK:** Listen to each question about the food items in the grocery bag. Respond using **some** or **any** to complete the sentence.
- **ACTIVITY 2.1.17 - READ & WRITE:** Fill in each blank with **enough**, **so,** or **too.**
- **ACTIVITY 2.1.18 - WRITE:** Write a complete sentence or question for each noun.
- **ACTIVITY 2.1.19 - LISTEN, READ, & WRITE:** Listen as the husband and wife talk about dinner plans for the week.

Conversation/Reading

- **ACTIVITY 2.1.21 - What does each person eat?** Take turns asking and answering questions about what each person eats for the meals given.
- **ACTIVITY 2.1.22 - Let's have lunch!:** You and your partner are having lunch together. Look at the menu and ask each other questions about what each person is going to order...
- **ACTIVITY 2.1.23 - READ:** Read the pen pal letter to Mirella from Ashley. Place each food item under the correct meal.
- **ACTIVITY 2.1.24 - READ & WRITE:** Respond to the letter as if you are Mirella....

<u>Section 2: Grocery Shopping</u>

Vocabulary

- **ACTIVITY 2.2.5 - READ:** Match each vocabulary word with the correct image
- **ACTIVITY 2.2.6 - LISTEN & READ:** One of Marie's weekly chores is to go grocery shopping for her Aunt Anna...
- **ACTIVITY 2.2.7 - READ:** Ryan and Mike are talking at lunch about their food preferences. Put the conversation in the correct order.

Grammar

- **ACTIVITY 2.2.10 - READ & WRITE:** Type a sentence that shows each person's preferences.

- **ACTIVITY 2.2.11 – LISTEN:** Listen as three people describe their food preferences. Then place each preference under the correct person in the correct order.
- **ACTIVITY 2.2.12 – SPEAK:** Use each of the verbs of preference with a gerund in a sentence to describe your personal food preferences.
- **ACTIVITY 2.2.15 – LISTEN & SPEAK:** Listen as the person says each noun. Say the plural form of each one in the pauses provided
- **ACTIVITY 2.2.16 – READ & WRITE:** Fill in the blank with **how much** or **how many**
- **ACTIVITY 2.2.17 – LISTEN, READ, & WRITE:** Listen to each question about the grocery store advertisement. Then put each answer in the correct word order.

Conversation/Reading

- **ACTIVITY 2.2.19 – What do you eat?:** Take turns asking and answering questions about your eating habits
- **ACTIVITY 2.2.21 – Let's build sentences!:** Look at the words given, and make as many sentence combinations as possible.
- **ACTIVITY 2.2.22 – READ:** Decide if each statement is **true** or **false** based on the reading
- **ACTIVITY 2.2.23 – READ & SPEAK:** Answer each question about markets in your country and city using complete sentences

<u>Section 3: In a Restaurant</u>

Vocabulary

- **ACTIVITY 2.3.5 – READ:** Read about Danielle's favorite foods for each meal. Then, match each vocabulary word with the correct image
- **ACTIVITY 2.3.6 – READ:** Choose the vocabulary word that best completes each sentence
- **ACTIVITY 2.3.7 – LISTEN, READ & WRITE:** Listen to the conversation between a waitress and her customer. Fill in each blank with the correct missing vocabulary word(s).

Grammar

- **ACTIVITY 2.3.11 – READ & WRITE:** Put each question in the correct word order based on each answer given.
- **ACTIVITY 2.3.12 – SPEAK:** Pretend that you are in a restaurant, and ask **five** polite requests of the waitress.
- **ACTIVITY 2.3.15 – READ & WRITE:** Read the conversation and fill in each missing word using the word blank.
- **ACTIVITY 2.3.17 – LISTEN & SPEAK:** You and your friend are making plans for tonight....

Conversation/Reading

- **ACTIVITY 2.3.18 - May I take your order?:** You and your partner will use the menu to role play a conversation between a waitress/waiter and a customer....
- **ACTIVITY 2.3.20 - Research a N.Y restaurant!:** Complete your restaurant information using www.tripadvisor.com. Then discuss the restaurant with your group.
- **ACTIVITY 2.3.21 - READ & WRITE:** Fill in each blank based on the menu.
- **ACTIVITY 2.3.22 - LISTEN, READ & SPEAK:** Listen to each question that the waitress asks you. Look at the menu to respond using complete sentences.

Unit 2 (Chapter 2) Review:

- **Self Evaluation**
- **Listening Review:** Review by listening to a waitress take orders, as well as looking an scenarios using the unit vocabulary
- **Grammar Review:** Complete activities in regards to intensifiers. and countable/uncountable nouns
- **Reading Review:** Read about Mike's food preferences and groceries list. Then, decide if each statement is **true** or **false.**
- **Writing Review:** Write a conversation between the waitress and customers based on the image. Write at least **ten** sentences and include polite requests.
- **Speaking Review:** Speak using the vocabulary from the Unit.

Summative Assessments:

Presentations/Projects:

- **Project 1 - Create a Menu:** Create an American menu for a restaurant or cafe.
- **Project 2 - Restaurant Skit:** You and your partner are going to act out a scene in a restaurant.....

Assessments:

- **Unit 2 (Chapter 2) Robotel Assessment** (*Online via the HUB)*

Common Benchmark Assessments:

- LinkIt! Benchmark
- Robotel Chapter 2 Unit Assessment

Alternative Assessments:

- **Case by case using Robotel Online Program**

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **bring in foods (if allowed), include different pictures of restaurants (local that students would know)**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

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- Authentic assessments

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **bring in foods (if allowed), include different pictures of restaurants (local that students would know)**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **have students compare different restaurants in the area, discuss what foods students would order**
- Higher-order thinking skills
- Interest-based content: **students choose a grocery story and make an accurate grocery shopping list**
- Student-driven instruction:
- Real-world problems and scenarios:

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Pre Teach vocabulary**
- Visual learning, including graphic organizers: **include pictures of food, restaurants, and drinks**

- Use of cognates to increase comprehension: **running cognate wall**
- Teacher modeling: **model how to order food at a restaurant.**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls:
- Sentence frames: **use frames that students can mimic when ordering or talking about food preferences.**
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Travel

Unit Summary: In this unit, students will focus on the idea of travel. This includes vocabulary about outdoor activities, travel, and the natural world. Students will use the grammatical focus of past simple, to show when they have participated in these particular activities. Also, their language repertoire will grow through using time expressions.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LVL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading Domain

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

Writing Domain

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

ELD-LA.9-12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:

- How can we talk about activities we enjoy doing outside?
- What language do we use when traveling?
- How can we talk about the natural world?
- What does using the past simple form of a verb communicate?

Unit Enduring Understandings:

- As the weather becomes nicer, having vocabulary that pertains to the outdoors will allow students to talk about more activities to peers.
- When traveling, there is specific vocabulary to be used so students can express needs, wants and how they traveled.
- The natural world is all around us; students will be able to use the vocabulary to communicate but also in content area classes.

	• By understanding the past simple form of a verb, students can then talk about instances that have already occurred.

Vocabulary:

Section 1 Vocabulary: Outdoor Activities					
<u>Verbs</u>		<u>Other Words and Phrases</u>			
to barbeque	to go on a hike	the beach	to find/found	the sleeping bag	
to be on vacation	to go sightseeing	the bicycle; the bike	to follow	the tent	
to camp	to ride/rode	the boat	the hobby	the trail	
to go camping	to take a trip	the camera	outside	to use	
to climb a mountain	to take pictures	the campfire; the fire	the outdoors		
to go fishing		the campground	to pack		
to fish		the campsite	to unpack		

Section 2 Vocabulary: Travel				
<u>In the Airport</u>			<u>Other Words and Phrases</u>	<u>Time Expressions</u>
the airplane; the plane	the delay to be delayed	to go through customs	to come/came (along,with)	___ ago five days ago
the airport	to depart; to take off	security	to prefer/preferred	one year ago
to arrive	the departure	to leave/left	the seat	last ___
the arrival	the identification; I.D		to stop/stopped	last month
to be/was, were	the driver's license		the suitcase	last week
early	the passport		the ticket	yesterday
			one - way	

late on time the boarding pass to board	the flight to fly/flew the gate		round - trip to travel to visit the world	the day before yesterday

Section 3 Vocabulary: The Natural World			
<u>In the Sky</u>	<u>In Nature</u>		<u>Other Words and Phrases</u>
the moon the sky the star the sun	the countryside the field the flower the forest the grass	the hill the lake the river the ocean; the sea the tree	the air calm clear the desert to grow/grew the island

Students will be able to:

- Discuss outdoor activities suing the past simple
- discuss travel
- ask and answer questions using the past simple
- discuss the natural world

Learning Activities & Differentiation: *(Climate Change)*

1. **Game - Chapter 3 Bingo**: Create a bingo board using question and answer statements to learn more about each other learned in Chapter 3.
2. **Individual/Group:** There are many beautiful places in the area students can visit. Give students a list of local areas to choose from. Have them present the location, what to do there, and also how to protect the location for future use. Make sure to use vocabulary from this Unit.
3. **Group:** Florida has many wonderful things to see, but something that has gotten progressively worse are their

hurricanes. Have students research how climate change has caused the weather in Florida to change over the years. (*differentiate when appropriate)*

4. **Individual:** Find a vacation spot that you would like to travel to one day. Create a speaking presentation that explains how you will get to the location, what you will see and do there. Also, be sure to include the type of weather you will encounter, and at least one historical site you will visit. *(differentiate when appropriate).*

Assessment Evidence

Formative Assessments:

All activities can be found in the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

<u>Section 1: Outdoor Activities</u>

Vocabulary

- **ACTIVITY 3.1.5 - READ & WRITE:** Complete the story using the vocabulary words from the word bank
- **ACTIVITY 3.1.6 - LISTEN:** Listen as the people describe an activity that they enjoy doing. Then, match the description with the correct image.
- **ACTIVITY 3.1.7 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.

Grammar

- **ACTIVITY 3.1.9 - WRITE:** Fill in each blank was **was** or **were** for blanks 1-5 and **wasn't** or **weren't** for blanks 6-10
- **ACTIVITY 3.1.10 - LISTEN & WRITE:** Type the statements that you hear
- **ACTIVITY 3.1.11 - LISTEN & SPEAK:** Listen to each subject. Then, say the subject and the correct verb **wasn't** or **weren't.**
- **ACTIVITY 3.1.12 - READ & SPEAK:** Complete each sentence starter by filling in the first blank with **was** or **were.** Then, complete the second blank with true information about yourself.
- **ACTIVITY 3.1.15 - READ & WRITE:** Type the question that led to the response
- **ACTIVITY 3.1.16 - LISTEN & SPEAK:** Listen to each question and respond using the information given and complete sentences.

Conversation/Reading

- **ACTIVITY 3.1.17 – Complete the sentences!:** First, fill in the blanks with **was** or **were** and **wasn't** or **weren't**....
- **ACTIVITY 3.1.18 – Find a classmate!:** Speak with classmates to find out who does each activity.
- **ACTIVITY 3.1.20 – READ:** Decide if each statement is **true** or **false** based on the postcard.
- **ACTIVITY 3.1.21 – READ & SPEAK:** Imagine you went on a trip to a beautiful island. Tell your family and friends about the nature on the island.

Section 2: Travel

Vocabulary

- **ACTIVITY 3.2.5 – READ:** Match each vocabulary word with the correct image.
- **ACTIVITY 3.2.6 – READ:** Choose the vocabulary word that best completes each sentence.

Grammar

- **ACTIVITY 3.2.9 – WRITE:** Rewrite each present simple verb as a past simple verb.
- **ACTIVITY 3.2.11 – LISTEN, READ & WRITE:** Listen as Mark describes his family's recent trip. Fill in each blank with the correct missing word(s).
- **ACTIVITY 3.2.12 – SPEAK:** Use the subjects given to say a complete sentence about each image describing vacation activities.
- **ACTIVITY 3.2.15 – LISTEN, READ, WRITE:** Listen to each sentence, and type the affirmative or negative verb in each blank
- **ACTIVITY 3.2.16 – READ:** Match two parts to form a complete sentence based on Michelle's calendar.
- **ACTIVITY 3.2.17 – READ & SPEAK:** Say a negative sentence using the subject, verb, and expression of time.
- **ACTIVITY 3.2.19 – READ & WRITE:** Use the information given to write open ended questions with the past simple tense
- **ACTIVITY 3.2.20 – LISTEN:** Listen as friends describe their vacations. Put each phrase under the correct person.

Conversation/Reading

- **ACTIVITY 3.2.22 – What did you do..?:** Take turns asking and answering questions about what you and your partners did during certain time periods.
- **ACTIVITY 3.2.24 – Let's go to the airport!:** Look at this infographic of an airport. Discuss what people do at the airport.
- **ACTIVITY 3.2.25 – READ:** Decide if each statement is **true** or **false** based on the boarding pass.

Section 3: Natural World

Vocabulary

- **ACTIVITY 3.3.5 - READ:** Match each vocabulary word with the correct image.
- **ACTIVITY 3.3.6 - READ:** Choose the vocabulary word that best answers each question.
- **ACTIVITY 3.3.7 - LISTEN:** Listen to each description and choose the vocabulary word that it is describing.
- **ACTIVITY 3.3.8 - SPEAK:** Pretend you went on vacation to the place in the picture. Describe what the weather was like, what you wore, and **two** activities that you did there.

Grammar

- **ACTIVITY 3.3.11 - READ & WRITE:** Rewrite each **present simple** verb as a **past simple** verb.
- **ACTIVITY 3.3.12 - WRITE:** Type at least **one** sentence describing each numbered vocabulary word in the picture.
- **ACTIVITY 3.3.15 - READ & WRITE:** Complete the story using the verbs in the word bank.
- **ACTIVITY 3.3.16 - LISTEN & READ:** Listen as the student talks about her vacation. Decide if what she said is **true** or **false.**
- **ACTIVITY 3.3.17 - WRITE:** Look at the two vocabulary words, and type a sentence using both words to describe what you and your family did during a camping trip.

Conversation/Reading

- **ACTIVITY 3.3.18 - Talk to a travel agent!:** Take turns being a customer and travel agent...
- **ACTIVITY 3.3.21 - READ:** Choose the best answer for each question based on the reading.
- **ACTIVITY 3.3.22 - READ & SPEAK:** Answer each question using complete sentences.

Unit 3 (Chapter 3) Review:

- **Self Evaluation**
- **Listening Review:** Review unit vocabulary by listening to situations involving camping and vacation
- **Grammar Review:** Practice using the correct past simple conjugation and using correct conjugations
- **Reading Review:** Read about Julie's trip yesterday. Then, choose the best answer for each question
- **Writing Review:** Use phrases of time to type sentences about the calender given
- **Speaking Review:** Use the pictures to speak about what is occurring using Unit 3 vocabulary

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - My Vacation:** Choose a vacation that you went on and present it to the class....

- **Project 2 - Vacation Brochure:** Make a brochure about a state in the United States.

Assessments:

- **Unit 3 (Chapter 3) Robotel Assessment** (*Online via the HUB)*

Common Benchmark Assessments:

- LinkIt! Benchmark
- Robotel Chapter 3 Unit Assessment

Alternative Assessments:

- **Case by case using Robotel Online Program**

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **use local pictures of campsites and other locations to help engage student learning**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **use local pictures of campsites and other locations to help engage student learning**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **use local pictures of campsites and other locations to help engage student learning**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction:
- Independent study: **have students create a story about going on "vacation" using unit 3 vocabulary words**

- Higher-order thinking skills
- Interest-based content: **have students research a vacation they would like to go on, explaining how they would get there.**
- Student-driven instruction:
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts:**use videos to pre teach vocabulary.**
- Visual learning, including graphic organizers: **use graphic organizers to display a timeline of a vacation**
- Use of cognates to increase comprehension: **running cognate wall**
- Teacher modeling:
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **vocabulary with pictures**
- Sentence frames: **display sentence frames students can use when discussing travel**
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results
Unit 4: Around Town
Unit Summary: For this unit, students will learn vocabulary in regards to getting around town. Students will be able to use vocabulary relating to the city, telling/understanding directions, and getting around town in general. By understanding prepositions of movement and place, students will utilize the vocabulary to travel.
Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading Domain

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

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Writing Domain

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- Share ideas about one's own and others' lived experiences and previous learning
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- Recount and restate ideas to sustain and move the dialogue forward

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- Evaluating cumulative impact and refinement of author's key word choices over the course of text

The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:

- What vocabulary do we use when in a city?
- How can we say and understand directions when getting around town?
- What types of transportation do we have around town?
- How can prepositions of movement help guide us to different locations?
- How does understanding the present continuous help our language growth?

Unit Enduring Understandings:

- **When in a city, there are new things, and new** vocabulary terms to use that will help students understand their surroundings.
- Understanding directions in a town setting can be applied to getting around different places such as a school or mall.
- Around town, there are multiple ways of transportation that students will be able to utilize if need be.
- By understanding prepositions of movement, students can both give and receive directional tasks.
- Using the present continuous form of a verb will allow students to be more specific in when actions are taking place.

Vocabulary:

Section 1 Vocabulary: In the City

Places in the City			Other Words and Phrases	
the bank	the fire department	the police station	busy	the road;
the bookstore;	the fire station	the post office	to close	the street
the bookshop	the gas station	the swimming pool;	closed (adjective)	the roundabout
the building	the hospital	the pool	downtown	to run/ ran
the church;	the hotel		the gas	the sign
the cathedral	the museum		the map	the stop sign
the college;	the neighborhood		noisy	the street sign
the university	the park;		to open	the stamp
	the playground		open (adjective)	

Section 2 Vocabulary: Directions

Giving and Receiving Directions

to ask for directions
to be lost
the block
the bridge
the corner
to cross
to drive/drove
to give directions
to the east
  north
  south
  west

How do I get...?
left
  to go left
  to take a left
  on the left side
right
  to go right
  to take a right
  on the right side

straight (ahead)
the traffic light;
  the stop light
to turn
until
Which way should/do I go?

Prepositions of Movement

across (from)
around
into
over
past
through
to

Prepositions of Place

at
in
on

Section 3 Vocabulary: Getting Around Town

Modes of Transportation

the bus
the car
the subway
the taxi
the train

Nouns

the bus station
the bus stop
the entrance
the exit
the parking garage
the parking lot
the price
the subway stop
the traffic
the train station
the train stop

Verbs

to break down/broke
to enter
to exit
to get off/got
to get on
to look out
to park

Adverbs

carefully
quickly
slowly

	the subway station	to walk	

Students will be able to:

- discuss places using the past continuous
- use coordinating conjunctions
- give and follow directions using imperatives
- discuss getting around town using prepositions of movement
- use adverbs to describe verbs

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI],)*

1. **Game - Chapter 4 Bingo**: Create a bingo board using question and answer statements to learn more about each other learned in Chapter 4.
2. **Individual/Group:** Choose a historical monument in Monmouth County. First, show directions from the school to that historical monument. Then, explain who, or what the monument is about. Be sure to include peoples of color and/or inclusive practices. *(Differentiate when possible)*
3. **Group:** Choose a location in town to go to. Create a map showing the directions from the school to the location in town. Be sure to label the surrounding buildings using the vocabulary from the chapter.
4. **Whole Class:** As a class, fill out an organizer after researching ways that your local town (or county) keeps climate change under control.

Assessment Evidence

Formative Assessments:

All activities can be found in the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1: In the City

Vocabulary

- **ACTIVITY 4.1.5 - READ:** Match each vocabulary word with the correct description
- **ACTIVITY 4.1.6 - READ:** Match each vocabulary word with the correct image
- **ACTIVITY 4.1.8 - LISTEN & SPEAK:** Listen to each question and respond using the image and complete sentences.

Grammar

- **ACTIVITY 4.1.10 - READ:** Match two parts to form a complete sentence.
- **ACTIVITY 4.1.11 - WRITE:** Type a sentence in the **past continuous** using the subject and verb given.
- **ACTIVITY 4.1.12 - SPEAK:** Say at least **six** past continuous sentences using the image.
- **ACTIVITY 4.1.14 - READ:** Match two parts to form a complete sentence.
- **ACTIVITY 4.1.15 - READ & WRITE:** Fill in each blank with the correct coordinating conjunction from the word bank
- **ACTIVITY 4.1.16 - WRITE:** Type a sentence using section vocabulary and the coordinating conjunction given.
- **ACTIVITY 4.1.17 - READ & SPEAK:** Read each sentence starter and find the correct ending for the sentence.

Conversation/Reading

- **ACTIVITY 4.1.18 - What were the people doing?:** Take turns asking and answering questions about what each person or set of people **were doing** at each person.
- **ACTIVITY 4.1.19 - What was happening around town?:** Take turns saying what is happening or around town using the map.
- **ACTIVITY 4.1.20 - READ:** Choose the best answer for each question based on the reading.
- **ACTIVITY 4.1.21 - SPEAK:** Talk about where you can take Flat Stanley in your town and what you can do in those places.

<u>Section 2: Directions</u>

Vocabulary

- **ACTIVITY 4.2.5: READ & WRITE:** A tourist is asking Shannon, a local, how to get somewhere. Fill in each blank with the correct vocabulary word based on the picture.
- **ACTIVITY 4.2.6: LISTEN:** Listen as the people describe their neighborhoods. Place each vocabulary word under the person who used them in his/her description.
- **ACTIVITY 4.2.7: READ** - Match two parts to form a complete sentence based on the image.
- **ACTIVITY 4.2.8: SPEAK** - For each picture say a sentence that describes that person's location using **at, in,** or **on.**

Grammar

- **ACTIVITY 4.2.11 - READ & WRITE:** Rewrite each question as a command.
- **ACTIVITY 4.2.12 - READ & WRITE:** Complete the directions from **the gas station** to the **cafe** using the word blank
- **ACTIVITY 4.2.15 - LISTEN & WRITE:** Listen as the people give directions from one place to another.
- **ACTIVITY 4.2.16 - SPEAK:** Follow along as the person on the map goes to two different buildings.
- **ACTIVITY 4.2.18 - LISTEN & READ:** Listen to the statement and decide if each one is **true** or **false** based on the image.
- **ACTIVITY 4.2.19 - LISTEN, READ, & WRITE:** Listen as the person describes a recent vacation.
- **ACTIVITY 4.2.20 - SPEAK:** Describe the relationship of the two places/things in the picture using a preposition of movement or place.

Conversation/Reading

- **ACTIVITY 4.2.21 - Which way should I go?:** Take turns giving directions to and from **two** places. Follow along as your partner gives you the directions and say the place where you end up.
- **ACTIVITY 4.2.22 - Describe your neighborhood.:** Tell your partner about your neighborhood. Describe what buildings are nearby and where they are located using prepositions of movement and location.
- **ACTIVITY 4.2.23 - READ:** Put the place in the correct order starting with the first place they visited and ending with the last place based on the reading.
- **ACTIVITY 4.2.24 - READ & SPEAK:** In the reading, the husband and wife got lost driving from Lakeshore Park to the Broadway Theater Center...

<u>Section 3: Getting Around Town</u>

Vocabulary

- **ACTIVITY 4.3.5 - READ:** Match each vocabulary word with the correct image.
- **ACTIVITY 4.3.6 - READ & WRITE:** Fill in each blank with the correct vocabulary word from the word bank.
- **ACTIVITY 4.3.7 - WRITE:** Type a complete sentence using words provided.
- **ACTIVITY 4.3.8 - LISTEN & SPEAK:** Listen to each past simple sentence about the image.

Grammar

- **ACTIVITY 4.3.11 - READ & WRITE:** Rewrite each imperative as first - person plural imperative.
- **ACTIVITY 4.3.12 - LISTEN & SPEAK:** Listen to each sentence and respond using a "Let's..." command.
- **ACTIVITY 4.3.14 - WRITE:** Rewrite each adjective as an adverb.

- **ACTIVITY 4.3.16 - READ & SPEAK:** Read the statements and give each person a command telling him/her what you want him/her to do using an adverb.

Conversation/Reading

- **ACTIVITY 4.3.17 - Where should I go?:** You are in a new city and do not know your way around. Take turns asking and answering questions about where you should go for each situation....
- **ACTIVITY 4.3.18 - READ:** Match each building with the correct letter on the map based on the conversation activity.
- **ACTIVITY 4.3.19 - READ:** Place each positive or negative description under the correct type of transportation based on the article.
- **ACTIVITY 4.3.20 - SPEAK:** Say which type of transportation people can take in a city near you and why.

Unit 4 (Chapter 4) Review:

- **Self Evaluation**
- **Listening Review:** Practice by listening to directions and then using Unit 4 vocabulary to fill in the blanks
- **Grammar Review:** Review the grammar concepts of conjunctions, prepositions and commands.
- **Reading Review:** Read about when Julie's friends came to visit. Then answer each question using complete sentences.
- **Writing Review:** Look at the map and type directions from the **supermarket** to the **police station** using the map.
- **Speaking Review:** Look at the map and give directions from the **playground** to the **hotel**. Then describe each picture using new vocabulary from the chapter.

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - Online Interactive Map:** Explore Milwaukee, WI with a "street view."
- **Project 2 - School Scavenger Hunt:** Create a scavenger hunt throughout your school. Use the room numbers as "building addresses"

<u>Assessments:</u>

- **Unit 4 (Chapter 4) Robotel Assessment** (*Online via the HUB)*

Common Benchmark Assessments:

- LinkIt! Benchmark

- Robotel Chapter 4 Unit Assessment

Alternative Assessments:

- **Case by case using Robotel Online Program**

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **interactive maps of local town, school, use pictures of local transportation and signs, use sounds to connect with modes of transportation**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **interactive maps of local town, school, use pictures of local transportation and signs, use sounds to connect with modes of transportation**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts

- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **interactive maps of local town, school, use pictures of local transportation and signs, use sounds to connect with modes of transportation**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction: **research a mode of transportation (like a local train station) and the history behind it.**
- Independent study:
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction: **Have students teach each other about how to travel to certain locations in town**
- Real-world problems and scenarios:

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **pre teach vocabulary,**
- Visual learning, including graphic organizers:
- Use of cognates to increase comprehension: **running cognate wall**
- Teacher modeling: **model how to use adverbs and in what manner**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding: **connect adverb structure to L1**
- Word walls: **vocabulary wall with pictures (of local transportation, maps)**
- Sentence frames
- Think-pair-share
- Cooperative learning groups:

Unit 5

Desired Results

Unit 5: Health and Wellness

Unit Summary: In this unit, students will expand their English vocabulary in health and wellness. This means learning words pertaining to body parts and injuries, communicating with doctors, and expressing when something is an emergency. Students will be able to use more verb tenses, and pronouns to communicate pain, or needs.

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8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets

Unit Essential Questions:	Unit Enduring Understandings:
• How can we explain where and what hurts? • What vocabulary will we use and hear when going to the doctors office? • What language do we need to use when something is an emergency?	• When in pain, students need to be able to have the language to tell where, and what hurts to get the treatment and care they deserve. • At the doctors, understanding the vocabulary they use will help students explain specifically what is

• How do reflexive and indefinite pronouns help us be more specific?	wrong and take care of themselves better through the doctor's advice. • By using reflexive and indefinite pronouns, students can properly talk about when something has happened to someone or themselves.

Vocabulary:

Section 1 Vocabulary: Body Parts and Injuries				
<u>Parts of the Body</u>			<u>Verbs</u>	
the ankle	the foot (feet)	the throat	to ache	to hurt/hurt/hurt
the arm	the hand	the toe	to break/broke/broken	to get hurt/ got hurt
the back	the head	the tooth (teeth)	to cut/cut/cut	to injure
the body	the heart	the wrist	to fall/fell/fallen	the injury
the brain	the knee		to fall down	to sprain
the chest	the leg		to heal	
the face	the neck			
the finger	the stomach			

Section 2 Vocabulary: Going to the Doctor			
<u>Illnesses</u>		<u>At the Doctor</u>	<u>Recommendations</u>
the ache	the flu	the appointment	It is important...
the earache	to have a fever	to check	to be careful
the headache	the illness	the dentist	to exercise
the stomachache	to sneeze	the doctor; Dr.	to lie down/lay/lain
the toothache	the sneeze	to give/gave/given	to rest

to be sick; to get sick the cold to cough the cough to feel ill sick the symptom	the medicine the nurse to take care of someone; to look after someone the temperature to take someone's temperature the waiting room	the rest to sit/sat/sat to sleep/slept/slept to stand/stood/stood to wash (up) to wash with soap

Section 3 Vocabulary: It's an Emergency

In the Hospital		Adjectives		Other Words and Phrases
the accident the ambulance the bandage; Band - Aid the blood to bleed/bled/bled the danger dangerous	to die to be dead to hear/heard/heard the pain to be in pain the problem	able alone bad;terrible brave fast lucky ready	sure strong weak worried	Feel better soon! Get well soon! I am sorry for your loss. I am sorry to hear that. Ouch! Ow! That hurts! What happened?

Students will be able to:

- discuss body parts and injuries
- use reflexive and indefinite pronouns
- discuss illnesses and give recommendations
- use the present perfect
- use indirect objects

Learning Activities & Differentiation: *(Amistad, Asian American & Pacific Islanders, Diversity & Inclusion [DEI], LGBTQ and People with Disabilities,)*

1. **Game - Chapter 5 Bingo**: Create a bingo board using question and answer statements to learn more about each other learned in Chapter 5.
2. **Individual/Partners:** Medical technology has grown tremendously. Research a way to treat a medical condition, and the history behind it. Be sure to include diversity/inclusivity (*differentiate when possible)*
3. **Small Groups:** Set up small scenarios where students have an issue at school that they need to talk to the nurse about. Have students come up with possible questions and answers they may ask the nurse, and what the nurse may respond back to them.*(Differentiate when appropriate)*
4. **Small Groups:** Play the game *Operation*. This can be the physical game, a printout one, or an online version. As students remove the silly items, have them speak about what they are removing, and where. Then, write up a sentence.

Assessment Evidence

Formative Assessments:

All activities can be found in the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

Section 1: Body Parts

Vocabulary

- **ACTIVITY 5.1.5 - READ:** Fill in the correct vocabulary word based on the image
- **ACTIVITY 5.1.6 - LISTEN:** Listen to what happened to each person. Then, match each description with the correct image.
- **ACTIVITY 5.1.7 - LISTEN & WRITE:** Listen to the children's song about body parts. Fill in each blank with the correct missing word.
- **ACTIVITY 5.1.8 - SPEAK:** Use each infinitive verb to say a sentence including a body part.

Grammar

- **ACTIVITY 5.1.11 - READ & WRITE:** Fill in each blank with the correct reflexive pronoun.

- **ACTIVITY 5.1.12 - SPEAK:** Say a statement that describes what happened to each person using **past simple** and a **reflexive pronoun.**
- **ACTIVITY 5.1.14 - LISTEN:** Listen to the people describe an injury they received. Then, match the name of the person with the correct injury image.
- **ACTIVITY 5.1.15 - READ & WRITE:** Rewrite each past simple statement as a statement that uses the past participle as an adjective
- **ACTIVITY 5.1.17 - SPEAK:** Say a complete sentence describing the condition of a body part using the words given.

Conversation/Reading

- **ACTIVITY 5.1.18 - Create a monster!** You and your partner are going to draw a monster with as many body parts and facial features as possible
- **ACTIVITY 5.1.20 - READ:** Decide if each statement is **true** or **false** based on the reading.
- **ACTIVITY 5.1.21 - SPEAK:** Think of a sport you played in the past or play now. Explain what body parts you use and why when you play that sport.

<u>Section 2: Going to the Doctor</u>

Vocabulary

- **ACTIVITY 5.2.5 - READ:** Choose the best recommendation for each scenario
- **ACTIVITY 5.2.6 - LISTEN:** Listen to Tony's story. Then match each ordinal number with the correct picture to put the events in the correct order.
- **ACTIVITY 5.2.7 - LISTEN & SPEAK:** You are in the doctor's office. Listen to the doctor's questions and respond using complete sentences and prompts.

Grammar

- **ACTIVITY 5.2.10 - READ & WRITE:** Complete the phone conversation between Sarah and Ashley with the correct indefinite pronoun from the word bank
- **ACTIVITY 5.2.11 - LISTEN, READ & SPEAK -** Listen to each question, choose the best response, and say it in the pause provided.
- **ACTIVITY 5.2.14 - READ:** Put the conversation between Wyatt and his doctor in the correct order
- **ACTIVITY 5.2.15 - SPEAK:** Lucy is sick. Give her recommendations for what she **should/ought to** do.

Conversation/Reading

- **ACTIVITY 5.2.16 - Ask anyone anything!:** Take turns asking and answering questions using indefinite pronouns.
- **ACTIVITY 5.2.18 - What should I do?:** Take turns playing the role of a doctor and a sick person.
- **ACTIVITY 5.2.19 - READ:** Choose the best answer for each question based on Caroline's health form.
- **ACTIVITY 5.2.20 - READ & SPEAK:** Pretend you are Caroline and tell the doctor what your symptoms are, when they started and what you are doing to help them.

<u>Section 3: It's an Emergency</u>

Vocabulary

- **ACTIVITY 5.3.5 - READ:** Match two parts to form a complete sentence
- **ACTIVITY 5.3.6 - READ & WRITE:** Fill in each blank with the correct adjective from the word bank
- **ACTIVITY 5.3.7 - LISTEN & SPEAK:** Say the best response for each scenario in the pauses provided.

Grammar

- **ACTIVITY 5.3.9 - WRITE:** Fill in each blank with the present perfect conjugation of each verb based on the subject.
- **ACTIVITY 5.3.10 - READ & WRITE:** Rewrite each past simple statement in the present perfect.
- **ACTIVITY 5.3.12 - LISTEN & SPEAK:** Listen to each past simple sentence. Then repeat each one using the present perfect.
- **ACTIVITY 5.3.15 - READ & WRITE:** Fill in each blank with the indirect object pronoun the best completes each sentence
- **ACTIVITY 5.3.16 - READ:** Choose the pronoun that best completes each sentence
- **ACTIVITY 5.3.18 - SPEAK:** Say what happened to Rob as you see the pictures.

Conversation/Reading

- **ACTIVITY 5.3.19 - Have you ever....?:** Take turns asking and answering questions with your classmates
- **ACTIVITY 5.3.20 - Describe an illness or injury!:** Take turns describing a time when you had an illness or an injury
- **ACTIVITY 5.3.22 - READ & WRITE:** Answer each question using a complete sentence based on reading
- **ACTIVITY 5.3.23 - SPEAK:** Tell about a time when you needed to use a bandage or Band- Aid.

Unit 5 (Chapter 5) Review:

- **Self Evaluation**

- **Listening Review:** review content from Unit 5 by listening to when two girls got hurt. Then fill in the blanks with the correct missing word(s).
- **Grammar Review:** practice using reflexive pronouns, indefinite pronouns, indirect object pronouns and past participle.
- **Reading Review:** Choose the best answer for each question based on the reading about Marsha's car accident.
- **Writing Review:** First, describe what happened to Tim (see picture). Then, give recommendations about what he **should** do.
- **Speaking Review:** Describe each picture using new vocabulary that you learned from this chapter.

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - Help me doctor!:** Write a skit about going to the doctor. One of you will be the doctor and the other will be the person visiting the doctor....
- **Project 2 - Real life injuries and illnesses:** Research an illness or injury and answer the following questions.

<u>Assessments:</u>

- **Unit 5 (Chapter 5) Robotel Assessment** (*Online via the HUB)*

Common Benchmark Assessments:

- LinkIt! Benchmark
- Robotel Chapter 5 Unit Assessment

Alternative Assessments:

- **Case by case using Robotel Online Program**

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **pictures of types of injuries, types of ways to be cared for, bring in physical items**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **pictures of types of injuries, types of ways to be cared for, bring in physical items**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **pictures of types of injuries, types of ways to be cared for, bring in physical items**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **choosing a method of helping an injury and researching the origins of it**
- Higher-order thinking skills:
- Interest-based content:
- Student-driven instruction:
- Real-world problems and scenarios: **creating scenarios about what to do in emergency situations in English**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts:
- Visual learning, including graphic organizers: **organizing into categories the severity of injuries**
- Use of cognates to increase comprehension: **cognate wall**
- Teacher modeling:
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **vocabulary with pictures**

- Sentence frames: **sentence frames that students can use to discuss injuries, illness, and emergencies**
- Think-pair-share:
- Cooperative learning groups:

Unit 6

Desired Results

Unit 6: At Work

Unit Summary: During this unit, students will gain their reading, writing, speaking and listening skills in the area of job occupations. This means learning about different professions, items in the workplace and technology today. By using verb tenses, infinitives and gerunds, students will be able to add/understand the world in regards to work.

Learning Standards

NJSLS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply language knowledge to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading Domain

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

Writing Domain

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

ELD-LA.9-12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

The WIDA Can Do Descriptors, Key Uses Edition, Grades 9–12

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT*):

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

Interdisciplinary Connections:

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

Learning Targets	
Unit Essential Questions: • What professions seem interesting in the future? • What common vocabulary do we see in the workplace? • What basic technology vocabulary do we use in the classroom and in our world? • How can we word possible situations that may or may not happen?	**Unit Enduring Understandings:** • As students progress through the American school system, knowing what professions are available to them will allow them to set and reach goals. • In every workplace there is different vocabulary, however there is vocabulary that is common throughout all workplaces that will help serve as a starting point for students. • Knowing basic technology vocabulary will help students understand what they use, as well as communicate needs and problems with technology.

	• By understanding *if clause* students can talk about possible situations, and effects from a hypothetical situation.

Vocabulary:

Section 1 Vocabulary: Professions			
Professions			Verbs
the artist the businessman; the businesswoman the carpenter the coach the cook; the chef the driver the bus driver the taxi driver	the engineer the explorer the farmer the firefighter; the fireman the journalist the mechanic the musician the painter the photographer	the pilot the police officer the profession; the occupation the professional athlete the programmer the veterinarian the writer	to become to look forward to

Section 2 Vocabulary: In the Workplace				
Place of Work	On the Job		Verbs	Adjectives
the business; the company the factory the farm the office	the assistant the boss the break the job the manager the meeting	the receptionist the secretary the staff the uniform	to earn to fix; to repair to own to work	amazing; excellent brilliant; smart famous friendly unhappy

Section 3 Vocabulary: Technology		
Technology Today		
to chat	the file	the screen
to click; to click on	the information	to send/sent/sent
the conversation	the keyboard	the software
to delete	the laptop	to text
the digital camera	the message	the text (message)
to download	the mouse	to turn off
the download	to print	to turn on
to email	the printer	the website; the web page
the email	to receive	
the email address	to save	

Students will be able to:

- discuss professions using the future tense
- use the present continuous for the future
- discuss places of work using the 1st conditional tense
- discuss communication through the use of technology
- use gerunds and infinitives

Learning Activities & Differentiation: *(Amistad, Asian American & Pacific Islanders, Diversity & Inclusion [DEI], LGBTQ and People with Disabilities, e)*

1. **Game - Chapter 6 Bingo**: Create a bingo board using question and answer statements to learn more about each other learned in Chapter 6.
2. **Individual:** With the careers given, have students choose a career. Then, find at least 3-5 notable people in that career they choose, including diversity/inclusion when possible (*differentiate when possible)*
3. **Individual/Partners/Groups:** Each group/student should be given a piece of modern technology that they have seen. Have students create a timeline of when that invention was first created, being sure to note any

important people who made significant contributions. (*Differentiate when possible)*

4. **Partners:** Receive a list of professions and a list of adjectives. Categorize what adjectives should be necessary to complete that specific career or profession.

Assessment Evidence

Formative Assessments:

All activities can be found in the HUB. See teacher guide for specific guidance on presentations, projects and conversations that can also be completed on paper.

<u>Section 1: Professions</u>

Vocabulary

- **ACTIVITY 6.1.5 - READ & WRITE:** Complete the story about all different professions in Derek's family.
- **ACTIVITY 6.1.6 - READ:** Match each profession with the correct supplies
- **ACTIVITY 6.1.7 - LISTEN & SPEAK:** Listen to each definition and say which profession it is.

Grammar

- **ACTIVITY 6.1.10 - READ & WRITE:** Read about Susan's past summer job....fill in each blank with the **future tense** of each past simple verb.
- **ACTIVITY 6.1.11 - READ & WRITE:** Rewrite each present simple sentence as a future tense sentence.
- **ACTIVITY 6.1.12 - LISTEN:** Listen as Caleb and Liam discuss what they will do after graduation. Then, place each phrase under the correct person.
- **ACTIVITY 6.1.15 - READ:** Match two parts to form a complete sentence based on Morgan's calendar.
- **ACTIVITY 6.1.16 - LISTEN, READ, WRITE:** Listen to the phone conversation between Noah and his mom as he shares some exciting news.
- **ACTIVITY 6.1.17 - LISTEN & SPEAK:** Your friend is inviting you to do a variety of activities, but if your calendar is full. Decline your friend's invitations using the information on your calendar and the present continuous tense for future.

Conversation/Reading

- **ACTIVITY 6.1.18 - Which profession best fits you?:** Take turns pretending to be a student and career counselor.....look at the occupation options and match each person with the best occupation.

- **ACTIVITY 6.1.20 – Learn about a profession!:** Interview someone who has a profession that interests you. The next day, you and your partner will take turns sharing what you learned.
- **ACTIVITY 6.1.21 – READ:** Place each phrase under the correct profession based on the reading
- **ACTIVITY 6.1.22 – READ & SPEAK:** choose the profession from the reading that you would prefer to become in the future, and explain your choice. Talk about why you would not want to become another profession.

<u>Section 2: In the Workplace</u>

Vocabulary:

- **ACTIVITY 6.2.5 – READ:** Match each profession with the correct place of work
- **ACTIVITY 6.2.7 – LISTEN & READ:** Heather is asking her uncle, Justin, about his profession. Listen to their conversation and choose the best answer for each question.
- **ACTIVITY 6.2.8 – LISTEN & SPEAK:** Listen to each question and respond using complete sentences.

Grammar

- **ACTIVITY 6.2.10 – READ:** Choose the correct conjugation that best completes each sentence
- **ACTIVITY 6.2.11 – LISTEn & READ:** Listen to each **if clause**. Then, complete each one with the best **result clause.**
- **ACTIVITY 6.2.12: READ & WRITE:** Answer each question about what you will do if you are a certain profession.
- **ACTIVITY 6.2.15 – READ:** Look at each sentence and choose the correct alternate way to write the sentence that will still have the same meaning.
- **ACTIVITY 6.2.16 – LISTEN, READ & WRITE:** Listen to the conversation between a boss and his secretary. Fill in the blank with the missing contraction.
- **ACTIVITY 6.2.17 – LISTEN & SPEAK:** Listen to each sentence and repeat it using a contraction instead.

Conversation/Reading

- **ACTIVITY 6.2.18 – Complete the statements!:** First, complete the statements on your worksheets alone…then say each statement including the correct contraction.
- **ACTIVITY 6.2.19 – Guess the profession!:** Take turns describing and guessing the given occupation.
- **ACTIVITY 6.2.20 – READ:** Decide if each statement is **true** or **false** based on the reading.
- **ACTIVITY 6.2.21 – READ & SPEAK:** Answer each question using complete sentences and the reading.

<u>Section 3: Technology</u>

Vocabulary

- **ACTIVITY 6.3.5 – READ:** Match each vocabulary word with the correct letter based on the image

- **ACTIVITY 6.3.6 - READ:** Choose the best answer for each question based on the chapter vocabulary
- **ACTIVITY 6.3.8 - LISTEN & SPEAK:** You and your classmate have a project due on Monday....listen to his questions and respond using complete sentences.

Grammar

- **ACTIVITY 6.3.10 - READ:** Choose the sentence that the gerund best completes.
- **ACTIVITY 6.3.12 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.
- **ACTIVITY 6.3.15 - READ & WRITE:** Type a question that led to the answer
- **ACTIVITY 6.3.16 - LISTEN, READ & WRITE:** Listen to the sentences and fill in each blank with the correct missing verb from the word bank
- **ACTIVITY 6.3.17 - SPEAK:** Say a sentence that includes the sentence starter, an infinitive, and a vocabulary word or phrase

Conversation/Reading

- **ACTIVITY 6.3.18 - How do you communicate?:** Discuss the following questions
- **ACTIVITY 6.3.19 - What's your favorite website?:** Take turns asking and answering the questions about your favorite website
- **ACTIVITY 6.3.21 - READ & WRITE:** Answer each question based on the reading using complete sentences.
- **ACTIVITY 6.3.22 - SPEAK:** Explain how you use your computer on a normal day to help you with work.

Unit 6 (Chapter 6) Review:

- **Self Evaluation**
- **Listening Review:** review vocabulary from this unit by listening to Joseph talk about his new job. Then, fill in the blanks with the correct vocabulary words
- **Grammar Review:** Practice using the correct tense (present simple, future tense) though matching and fill in the blanks
- **Reading Review:** Read the following passage about being a computer programer. Then, choose the best answer for each question
- **Writing Review:** Answer each question using a complete sentence
- **Speaking Review:** Use the future tense to answer the questions using complete sentences based on the image. Then describe the picture using new vocabulary that you learned from this chapter

Summative Assessments:

Presentations/Projects:

- **Project 1 - My future profession:** Give a presentation about your future profession
- **Project 2 - Research a career:** Research a career in the U.S and answer the questions about that career.

Assessments:

- **Unit 6 (Chapter 6) Robotel Assessment** (*Online via the HUB)*

Common Benchmark Assessments:

- LinkIt! Benchmark
- Robotel Chapter 6 Unit Assessment

Alternative Assessments:

- **Case by case using Robotel Online Program**

Core Instructional & Supplemental Materials
Smartclass Robotel Program
Conversion Worksheets/Games/Grammar Charts and Videos/Self-Evaluations and Projects/Translation sheets

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **watch videos about different careers, include different items or tools when talking about technology**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**

- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats:**watch videos about different careers, include different items or tools when talking about technology**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **watch videos about different careers, include different items or tools when talking about technology**
- Use of assisted technology: **Activities are found online in the HUB. Activities can be modified for student accommodations.**
- Use of prompts
- Modification of content and student products: **Teacher modifications available for students in the HUB.**
- Testing accommodations: **The HUB allows for teachers to change accommodations for students on assessments.**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **create a graph to show what careers are the most popular in the U.S**

- Higher-order thinking skills
- Interest-based content: **choose a career and research the steps it takes to reach that goal**
- Student-driven instruction
- Real-world problems and scenarios:

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts:
- Visual learning, including graphic organizers: **use organizers to talk about the fields of careers**
- Use of cognates to increase comprehension: **running cognate wall**
- Teacher modeling: **model when and how to use different verb tense**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **pictures with vocabulary on the walls**
- Sentence frames:
- Think-pair-share: **students think and share about what careers they are interested in.**
- Cooperative learning groups: