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

Course Title: : A1 English Language Literacy Beginner 9-12

Course Description: A1- Beginner WIDA Newcomer (1.0-1.9)
The purpose of this course is to provide a foundation in content and language acquisition for newcomer students in grades 6th- 8th. After completing this course, students will have gained language to be able to communicate basic needs, interests and school related concepts in English. Furthermore, students will be able to apply 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: All About You	20
Unit 2: Free Time	20
Unit 3: Family	20
Unit 4: School	20
Unit 5: Shopping	20
Unit 6: Entertainment	20

Unit 1

Desired Results

Unit 1: All About You

Unit Summary:

The purpose of this unit is to engage the students in discussions about the English language, basic needs and numbers in the everyday world. Students will enhance their listening, reading, speaking, and writing skills by using the unit vocabulary and proper grammar functions.

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

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:

1. What is the culture in the USA?
2. How can we greet others and introduce ourselves?
3. How can we say where we live?
4. What information can we share about ourselves?
5. How can we use numbers to discuss information?

Unit Enduring Understandings:

1. Learning about USA culture can help to create conversation and a sense of belonging
2. Language can be used to used to create conversation between new people
3. Discussing where we are from and where we live can create new connections with people
4. The application of numbers in everyday life can assist in various situations.

Vocabulary:

Section 1 Vocabulary: Greetings and Introductions			
<u>Greetings</u>	<u>Farewells</u>	<u>Introductions</u>	<u>Other Words and Phrases</u>
Hello (hi) Good Morning! (Morning!) Good Afternoon! Good Evening!	Goodbye. (Bye.) Good night! (Night!) Have a good night. See you later	What is your name? My name is……. How do you spell your name?	the boy the girl the man the woman

	See you soon.	Nice to meet you. You too. Who is that? That is……..	Mr. Mrs. Miss

Section 2 Vocabulary: Places to Live	
<u>Where are you from?</u>	<u>Subject Pronouns</u>
Where are you from? I am from…… My family is from….. And you? Where do you live? I live in…. the city of the state of the country of the United States (USA)	I you (singular, plural and formal) he she it we they

Section 3 Vocabulary: Using Numbers			
<u>Discuss Age</u>	<u>Phone Numbers</u>	<u>Discuss Numbers</u>	<u>Other Words and Phrases</u>
How old are you? I am _____ years old.	What is your phone number? My phone is…. Call me!	My favorite number is…. My lucky number is…	Who is this? This is…

Students will be able to:

- Understand everyday expressions and very basic phrases
- Introduce themselves and answer personal questions
- Interact in a simple way with others

Learning Activities & Differentiation: *(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. **Game - Class Activity:** For the next three days, practice counting off in a circle, first by 1's, 10's ect.
3. **Independent/Partner Activities:** Look at the list that the UK government classifies as being majority English Speaking (*Chapter 1 Section 2).* Choose a country and complete research on topics such as: Are there any native languages still present? How long has English been in the country? How much of the population knows more than one answer? (*differentiation when appropriate)*
4. **Identifying Numbers:** Have students bring in something from home that has a number on it. Talk and discuss: What is the number? What does it represent? Is the numerical form the same as English?
5. **Introduce a Classmate:** Conduct an interview with a classmate. Then, prepare to introduce them to the rest of the class by using given sentence frames.

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: Greetings and Introductions</u>

Vocabulary

***Focus is on vocabulary for Chapter 1 Section 1**

- **ACTIVITY 1.1.5 - LISTEN:** Type the letter that you hear
- **ACTIVITY 1.1.6 - LISTEN & WRITE:** Type the vocabulary word you hear being spelled
- **ACTIVITY 1.1.7 - SPEAK:** Record yourself spelling each vocabulary word. Say the name first then spell it.

- **ACTIVITY 1.1.9 – READ:** Choose the correct phrase that best completes each conversation.

Grammar (N/A)

Conversation/Reading

- **ACTIVITY 1.1.12 – Spelling Names:** In partners, students practice spelling common names in English through listening and writing.
- **ACTIVITY 1.1.13 – READ:** Multiple Choice
- **ACTIVITY 1.1.14 – READ:** Sentence Jumble

<u>Section 2: Places to Live</u>

Vocabulary

- **ACTIVITY 1.2.5 – LISTEN:** Listen to the following people introduce him or herself. Choose which state each person is from.
- **ACTIVITY 1.2.6 – LISTEN:** Listen to the following vocabulary words. Then choose the word you hear
- **ACTIVITY 1.2.7 – WRITE:** Put each statement or question in the correct word order

Grammar

- **ACTIVITY 1.2.8 – READ:** Match each image with the correct pronoun
- **ACTIVITY 1.2.9 – READ:** Choose the correct pronoun to replace these nouns
- **ACTIVITY 1.2.10 – WRITE:** Fill in each blank with the correct pronoun
- **ACTIVITY 1.2.12 – LISTEN & WRITE:** Listen to the following conversations. Fill in each blank with the correct conjugation of the verb *to be* that you hear.
- **ACTIVITY 1.2.13 – SPEAK:** Use the subject given and the country to say a sentence. Use the correct form of the verb "*to be*" to say where each person is from.

Conversation/Reading

- **ACTIVITY 1.2.14 – Where are you from?:** Talk with your group about where your families are from
- **ACTIVITY 1.2.15 – Where are they from?:** Ask and answer questions with a partner to find out which name goes with which country
- **ACTIVITY 1.2.16 – READ & WRITE:** Answer questions as if this is your passport. Use complete sentences.

<u>Section 3: Using Numbers</u>

Vocabulary

- **ACTIVITY 1.3.2 - LISTEN, READ & SPEAK:** Look at images and repeat the sentences. Click “definition” to see the word or phrase in your language.
- **ACTIVITY 1.3.3 - LISTEN & SPEAK:** Listen and repeat the following numbers 0 - 100.
- **ACTIVITY 1.3.4 - LISTEN & SPEAK:** Listen and repeat the following numbers 11 - 20.
- **ACTIVITY 1.3.5 - LISTEN & SPEAK:** Listen and repeat the following numbers 20 - 30 and every 10 up to 100.
- **ACTIVITY 1.3.6 - READ:** Match each number word with the numeral.
- **ACTIVITY 1.3.7 - LISTEN:** Listen to the number said 0-20. Pick the correct number.
- **ACTIVITY 1.3.8 - LISTEN:** Choose the number that you hear
- **ACTIVITY 1.3.9 - SPEAK:** Say the number that you hear
- **ACTIVITY 1.3.10 - LISTEN & WRITE:** Type the phone numbers you hear in the blank
- **ACTIVITY 1.3.11 - SPEAK:** Say the following numbers

Grammar

- **ACTIVITY 1.3.12 - LISTEN:** Listen to the following students talk about their age. Select the age you hear.
- **ACTIVITY 1.3.14 - READ & WRITE:** Rewrite the words in bold using contractions
- **ACTIVITY 1.3.16 - SPEAK**: Change the subject and the verb to be a contraction

Conversation/Reading

- **ACTIVITY 1.3.17 - Name and Phone number:** Take turns asking and answering questions about names and phone numbers
- **ACTIVITY 1.3.18 - Ask and Answer Questions:** Take turns asking and answering questions
- **ACTIVITY 1.3.22 - READ & SPEAK:** Find each person’s business card. Spell his/her name and say the phone number

Unit 1 (Chapter 1) Review:

- **Self Evaluation**
- **Listening Review:** Review topics from Unit 1 by listening to people introduce themselves
- **Grammar Review:** Review grammar focus of the verb “to be” and the use of contractions/pronouns
- **Reading Review:** Read student introductions and answer the questions
- **Writing Review:** Write four questions you can ask someone
- **Speaking Review:**

Summative Assessments:

Presentations/Projects:

- **Project 1 – "I AM" Poster:** Create a poster with pictures or drawings to show who you are. Answer the questions about yourself and show the poster to the class

  OR

- **Project 2 – Introduction Skit:** Write a skit in which you ask questions and introduce yourself

Assessments:

- **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
- 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 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 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

- Higher-order thinking skills:
- Interest-based content: **connection of vocabulary/grammar to real world connections based on student interest. Numbers could be used by identifying professional athlete numbers.**
- 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: **Introduce vocabulary before reading**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **Identify vocabulary and/or numbers that connect to L1**
- Teacher modeling - **Model the use of the verb "to be," contractions, and pronouns**
- 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
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results

Unit 2: Free Time

Unit Summary: The purpose of this unit is to provide students with ways to communicate their interests and activities in the English language. Students will have tools to ask and answer questions about what they like and do not like. Also, students will develop their listening, reading, speaking, and writing skills by using the unit vocabulary and proper grammar functions that include word order and verb conjugation.

Learning Standards

NJSLS:

Language Domain

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Interdisciplinary Connections

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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:

- What can we find in Washington D.C?
- How can we express how we feel?
- How can we express our favorite activities and interests?
- How can we ask and respond to questions?

Unit Enduring Understandings:

- As the nation's capital, Washington DC holds the foundation for the country's pride and history.
- Language can be used to express how people feel
- Language creates connections between people by finding similarities/differences in activities/interests.
- By having language to ask and respond to questions, people can connect with others.

Vocabulary:

Section 1 Vocabulary: Expressing Feelings

Say How You Are

How are you?
I am.....

afraid	angry	bored	excited	fantastic	fine	frustrated
good	great	happy	not well	okay	sad	shy
surprised	tired	well				

Section 2 Vocabulary: Everyday Verbs

Verbs		Other Words and Phrases
To dance To do	To play To practice	A lot Very much

To draw To go To have To like To listen (to) To not like To paint	To read To sing To sleep To swim To watch To write	Somewhat A little

Section 3 Vocabulary: Free Time Activities			
<u>Verbs</u>			<u>Other Words and Phrases</u>

To do homework
To get together with friends
To go online...
  To surf the web
  To surf the internet
To have...
  A competition
  A game
  Practice (noun)
To listen to...
  A CD
  An MP3
  Music
  The radio
	To play...
	  Board games
	  cards
	  chess
	  An instrument
	  On the computer
	  Video games
	To read....
	  A book
	  A magazine
	  A newspaper
	To shop....
		to talk on...
		  The cell phone
		  The phone
		  The telephone
		To talk to my friend(s)
		To text (someone)
		To watch....
		  A DVD
		  A movie
		  Television (TV)
		  A TV show
			free time (In my free time...)
			fun
			the player (I am a football player)
			the sport
			  Baseball
			  Basketball
			  Football
			  Golf
			  Gymnastics
			  Hockey
			  Soccer
			  Tennis
			  Volleyball
			the team

Students will be able to:

- Discuss feelings
- Talk about free time activities
- Identify parts of speech (subject, verb, direct object)
- Form a statement
- Ask and answer closed questions

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

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. **Independent/Partner Activities:** Choose a monument that is found in Washington D.C. (*found on Chapter 2 Section 1)* Research the history behind it and present it to the class(*differentiation when appropriate)*
3. **Whole Class:** List all the monuments found in Washington D.C. Using the information from the above activity (or teacher given information), talk about what communities does each monument have an impact on?
4. **Interests/Activities:** Have a list of athletes and/or musicians who have moved from their native country to an English speaking country. Students are to research the person, where they are from, what they like and do not like. Present to the class, and have classmates ready to ask questions using the frames from Chapter 2

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: Expressing Feelings

Vocabulary

- **ACTIVITY 2.1.4 - READ:** Match the emotion word with the corresponding picture
- **ACTIVITY 2.1.5 - LISTEN & SPEAK:** Record yourself saying these sentences dealing with different feelings
- **ACTIVITY 2.1.6 - WRITE:** Type a sentence using the subject and feeling given

Grammar

- **ACTIVITY 2.1.7 - READ & WRITE:** Find the subject and type it in the blank

- **ACTIVITY 2.1.8 – LISTEN & SPEAK:** Listen to each statement and say the subject(s) in the pauses.

Conversation/Reading

- **ACTIVITY 2.1.9 – How are people feeling?:** Take turns asking and answering questions about how the people are feeling
- **ACTIVITY 2.1.10 – READ:** Read the following conversation two friends are having about people and their feelings. Match the emotions with the people they describe in the conversation
- **ACTIVITY 2.1.11 – READ:** Read the students' statements. Choose the feeling that matches each person.

<u>Section 2: Everyday Verbs</u>

Vocabulary

- **ACTIVITY 2.2.4 – READ:** Match the activity with the picture
- **ACTIVITY 2.2.5 – LISTEN:** Listen to the following person talk about what she likes to do in her free time and how much she enjoys these activities.....

Grammar

- **ACTIVITY 2.2.8 – WRITE:** Conjugate the regular verbs: **to sing, to write** and **to dance** using all of the pronouns
- **ACTIVITY 2.2.9 – READ & WRITE:** Conjugate the regular verb **to play**
- **ACTIVITY 2.2.10 – WRITE:** Fill in the blanks with the correct conjugations for the irregular verbs **to do, to go,** and **to have.**
- **ACTIVITY 2.2.11 – READ & WRITE:** Conjugate the verb in the parentheses () so that it completes the sentence
- **ACTIVITY 2.2.12 – LISTEN & WRITE:** Listen to the sentences and type the missing verbs in the blanks
- **ACTIVITY 2.2.13 – LISTEN & SPEAK:** Listen to the subject pronoun and verb. Say the correct conjugation of the verb in the pauses
- **ACTIVITY 2.2.15 – READ & SPEAK:** Negate each sentence

Conversation/Reading

- **ACTIVITY 2.2.16 – Free Time Activities:** Take turns interviewing one person in the group. Then listen and take notes as the other partners are being interviewed
- **ACTIVITY 2.2.18 – READ:** Read the following descriptions about what each student likes to do and does not to do.

<u>Section 3: Free Time Activities</u>

Vocabulary

- **ACTIVITY 2.3.4 - READ:** Match each image with the correct sentence
- **ACTIVITY 2.3.5 - LISTEN & WRITE:** Listen to the student talk about his likes and dislikes. Fill in the missing verbs from his introduction.

Grammar

- **ACTIVITY 2.3.8 - LISTEN & SPEAK:** Listen to each statement and say the direct object in the pauses.
- **ACTIVITY 2.3.9 - WRITE:** Put sentences in the correct order
- **ACTIVITY 2.3.10 - SPEAK:** Say the following sentences in the correct order
- **ACTIVITY 2.3.11 - READ & WRITE:** Write answers to the questions
- **ACTIVITY 2.3.13 - READ & WRITE:** Change statements into questions
- **ACTIVITY 2.3.15 - READ & SPEAK:** Answer the questions in complete sentences
- **ACTIVITY 2.3.16 - LISTEN:** Listen to the conversation....
- **ACTIVITY 2.3.17 - LISTEN & READ:** Listen to the conversation.....

Conversation/Reading

- **ACTIVITY 2.3.18 - Do you like...?**
- **ACTIVITY 2.3.19 - READ:** Read the descriptions of each person and answer true/false
- **ACTIVITY 2.3.20 - READ:** Read the descriptions of each person and fill in the chart

Unit 2 (Chapter 2) Review:

- **Self Evaluation**
- **Listening Review:** Review topics from Unit 2 by listening to people talk about their feelings and interests
- **Grammar Review:** Review grammar focus of parts of speak and conjugate the verbs
- **Reading Review:** Read the descriptions and answer the questions
- **Writing Review:** Put statements or questions in order
- **Speaking Review:** Listen to each question and respond using complete sentences.

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - Introduce Yourself:** Create a video/presentation for someone in an English - speaking country. Include a description of who you are and what you like and don't like to do.

  <u>AND/OR</u>

- **Project 2 - Get to Know Your Partner:** Create **five** closed questions to get to know your partner's likes and dislikes. Ask your partner those questions. Then, introduce him or her.

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: **Pictures of the activities and sports**
- 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

- Use of visual and multisensory formats: **Pictures of the activities and sports**
- 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

- Use of visual and multisensory formats: **Pictures of the activities and sports**
- 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: **study of different sports in USA and how it differs from native country**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: **combine the aspect of feelings to interests to create longer question/answer statements that are real world based.**

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: **Pictures of activities, and interests around the room**
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **emotions and feelings word wall**
- Sentence frames: **present question and answer frames for students**
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Family

Unit Summary: The purpose of this unit is to provide students with ways to express what types of family members the students have. This includes talking about family relationships, physical appearance, birthdates and dates in general. Students will gain grammar skills such as singular/plural nouns, types of adjectives and the use of articles to develop their listening, reading, speaking, and writing skills coinciding with the unit's vocabulary.

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 types of regions are in the United States? • Who are the people in our family? • What types of relationships are in our family tree? • What does the calendar look like in the United States?	**Unit Enduring Understandings:** • The United States can be categorized into regions based on culture and even land types • Knowing how to talk about family members will allow others to know more about ourselves

• How can we discuss dates and birthdates? • How can we describe what people look like?	• Understanding the calendar in the United States will help with planning and knowing when events, holidays and birthdays take place. • Having the language to describe what people look like serves as the foundation to have the ability to describe more aspects in everyday life.

Vocabulary:

Section 1 Vocabulary: Family Relationships			
<u>Discuss Family</u>		<u>Discuss Spoken Languages</u>	<u>Other Words and Phrases</u>
the aunt the baby (babies) the brother the child (children) the cousin the daughter the family the father (the dad) the grandchild the granddaughter the grandfather (the grandpa)	the grandmother (the grandma) the grandparent the grandson the husband the mother (the mom) the parent the sibling the sister the son the uncle the wife	What languages do you speak? I speak.... English or ect.	the female the male the pet the cat the dog What? Who?

Section 2 Vocabulary: Dates and Birthdates		
<u>Months</u>	<u>Discuss Dates</u>	<u>Possessive Adjectives</u>
January (Jan.)	the day	my

February (Feb.) March (Mar.) April (Apr.) May June July August (Aug.) September (Sept.) October (Oct.) November (Nov.) December (Dec.)	the month the year	your his her its our their

Section 3 Vocabulary: Physical Appearance				
<u>Asking About Appearance</u>	<u>Facial Features</u>	<u>Descriptions of Appearance</u>		<u>Colors</u>
What do you look like? What does he/she look like? to look like	the beard the ear (ears) the eye (eyes) the hair the lip (lips) the mustache the mouth the nose	bald big blonde (hair) curly dark fat hazel (eyes) light little	long old short (used with height and length) skinny straight tall wavy young	black blue brown gray green orange pink purple red white yellow

Students will be able to:

- Describe relationships of a family
- Use singular and plural nouns as well as definite and indefinite articles
- Show possession using an apostrophe and possessive adjectives
- Talk about age and birthdates
- Describe appearances of people

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

1. **Game - Chapter 3 Bingo**: Create a bingo board using vocabulary from this chapter.
2. **Independent/Partner Activities:** Choose a state from the Northeast region that you would want to explore. Create a presentation that shows why someone would want to visit.
3. **Whole Class:** Birthdays around the world can be celebrated differently. Have students fill out sentence frames about how they typically celebrate their birthday. Introduce the word *tradition* if necessary (*differentiate where applicable)*
4. **Who Has/I Have:** Create a game for all students to play using famous people. Be sure to include famous people from all backgrounds that students can relate to. Play "Who Has, I Have" using adjectives learned in Chapter 3.
5. **Game - Mystery Person:** Play "Mystery Person" using the Chapter 3 handouts and game sheets.

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: Family Relationships:

Vocabulary

- **ACTIVITY 3.1.1 Part 1 and Part 2 - LISTEN & SPEAK:** Repeat each word or phrase in the pauses.
- **ACTIVITY 3.1.3 - WRITE:** Spell each word or phrase
- **ACTIVITY 3.1.4 - READ:** Use the family tree to match the person with the vocabulary word.
- **ACTIVITY 3.1.5 - READ:** Match the picture of the person with the vocabulary label.

Grammar

- **ACTIVITY 3.1.7 – WRITE:** Change the following singular nouns into plural nouns. The first 5 are regular. The second 5 are irregular
- **ACTIVITY 3.1.10 – WRITE:** Show possession with the following nouns

Conversation/Reading

- **ACTIVITY 3.1.12 – Owen's Family Tree:** Taking turns asking and answering questions to complete the family tree
- **ACTIVITY 3.1.13 – SPEAK:** Using answers from your partner's activity, complete the following sentences based upon the family….
- **ACTIVITY 3.1.14 – READ:** Read each family description. Find singular and plural nouns and drag them under the correct categories.
- **ACTIVITY 3.1.15 – READ:** Answer the following questions about the families

<u>Section 2: Dates & Birthdates</u>

Vocabulary

- **ACTIVITY 3.2.3 – WRITE:** Spell each word or phrase
- **ACTIVITY 3.2.5 – READ & WRITE:** Complete the sequence by writing the missing month in the blanks
- **ACTIVITY 3.2.6 – LISTEN & SPEAK:** Practice pronouncing the dates of the calendar (1st to 31st)
- **ACTIVITY 3.2.7 – READ:** Match the month name with its corresponding number
- **ACTIVITY 3.2.9 – READ & SPEAK:** Read the information about birth dates in this family. Look at the official date and say it in the complete format

Grammar

- **ACTIVITY 3.2.11 – LISTEN & WRITE:** Complete each sentence with the correct definite or indefinite article that you hear.
- **ACTIVITY 3.2.12 – READ:** Complete each sentence with **the, a, an** or **no article**
- **ACTIVITY 3.2.14 – READ:** Choose the correct possessive adjective to best complete the sentence or question

Conversation/Reading

- **ACTIVITY 3.2.16 – Your Family:** Fill out the top part of the chart with your family's information. Then fill out the bottom chart of your partners
- **ACTIVITY 3.2.17 – READ & WRITE:** Read the birth certificate and answer questions in complete sentences based on the information provided

- **ACTIVITY 3.2.18 - READ & SPEAK:** Now it is time for you to complete the information for your birth certificate

<u>Section 3: Physical Appearance</u>

Vocabulary

- **ACTIVITY 3.3.4 - READ:** Match the opposite words
- **ACTIVITY 3.3.5 - READ:** Match the name of the color with the corresponding color image

Grammar

- **ACTIVITY 3.3.6 - LISTEN:** Listen to each description, match each with the correct person
- **ACTIVITY 3.3.7 - WRITE:** Type descriptions of the people
- **ACTIVITY 3.3.8 - SPEAK:** Give a short description of yourself

Conversation/Reading

- **ACTIVITY 3.3.9 - Describe Appearances:** Describe each person's appearance. Take turns with your partner
- **ACTIVITY 3.3.10 - Illustrate People:** Take turns describing the people on your worksheet using complete sentences. Take notes...then draw all **six people**.
- **ACTIVITY 3.3.11 - READ:** Read the pen pal letter and decide if the statements are **True** or **False.**
- **ACTIVITY 3.3.12 - READ & WRITE:** Read the pen pal letter and answer Amanda's questions.

Unit 3 (Chapter 3) Review:

- **Self Evaluation**
- **Listening Review:** Review topics from Unit 3 by listening to describing appearances, and listening to people talk about themselves.
- **Grammar Review:** Review grammar focus of plural nouns and possessives.
- **Reading Review:** Read the family trees and answer the questions
- **Writing Review:** Look at the family tree and write sentences based on what you see. Write at least 10 sentences.
- **Speaking Review:** Describe this woman in detail.....

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 – Describe a Celebrity:** Pick one celebrity. Describe what he or she looks like, his/her family members and free time activities
- **Project 2 – Family Tree:** Research and draw your own family tree. Includes names, birthdates, where they are from and languages spoken.
-

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: **Pictures of the people in one's family, hands on activities with family relationships**
- 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 the people in one's family, hands on activities with family relationships**
- 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 the people in one's family, hands on activities with family relationships**
- 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: **Study the following question: where did the American calendar format come from?**
- Independent study: **find a famous person, and create a family tree out of their known family members**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction: **have students present their family tree and what each family member looks like.**
- 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: **have students bring in pictures of their family,**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **create a running list of cognates from this chapter that include family relationships, and words to describe people.**
- Teacher modeling: **Model how to use plural nouns and possessive nouns**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames: **visual frames for describing family relationships**
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results

Unit 4: School

Unit Summary: The purpose of this unit is to provide students with language that will help them understand the school setting. This includes vocabulary related to school supplies, class schedules and telling time. Furthermore, the grammatical aspect of this unit focuses on giving students ways to ask questions, use prepositions and ordinal numbers.

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 are some key components of the Midwest Region in the United states?
- How can we communicate about our classes?
- How do we share what supplies we need in school?
- When and how do we use question words?

Unit Enduring Understandings:

- Each region in the United States has specific characteristics unique to them.
- Understanding how to communicate about classes will promote security in the school.
- When we have the supplies we need, we can succeed in the classroom
- Question words will create opportunities to connect with others.

Vocabulary:

Section 1 Vocabulary: Classroom and School Supplies

Classroom Items	Places in a School	School Supplies	Other Words and Phrases
the board the bookshelf (bookshelves) the chair the desk	the cafeteria the classroom the computer lab the gymnasium (gym)	the backpack the binder the calculator the dictionary (dictionaries)	to bring the classmates How many...? to learn

the drawer the garbage can the map the table	the library (libraries) the school	the eraser the folder the notebook the paper the pen the pencil the ruler the textbook the workbook	to listen (to) to need the student to take the teacher

Section 2 Vocabulary: Subjects and Grades		
<u>School Subjects</u>	<u>In the Classroom</u>	<u>Describe Classes</u>

art
computer science
geography
history
language
  English
  French
  German
  Mandarin
  Spanish
mathematics (math)
music
physical education (phys ed., gym)
science
  biology
  chemistry
	the answer
	to answer
	to ask a question
	the homework
	to know
	to learn
	the project
	the question
	the quiz (quizzes)
	right
	to study
	the test (the exam)
	wrong
		boring
		the class (classes)
		difficult, hard
		easy
		interesting

	*NOTE: Ordinal numbers can be found on page 4-20.	<u>Other Words and Phrases</u>

physics study hall the subject		because the grade the grade level first, next, then, after that, lastly to like the report card the schedule Why?

Section 3 Vocabulary: Time and Schedules				
<u>Tell Time</u>		<u>Discuss Schedules</u>	<u>Discuss the Calendar</u>	
a quarter after a quarter past a quarter to the clock half past; thirty hour in the morning in the afternoon	in the evening It is ____ o'clock midnight minute noon second What time is it?	after school to arrive to begin; to start before to end; to finish I have ____ at ____. When?	the calendar the day Monday Tuesday Wednesday Thursday Friday Saturday Sunday	the week Today is... Tomorrow is... What day is it?

Students will be able to:

- Use the prepositions *in*, *on* and *under* to describe the location of objects
- Discuss classes and class schedules
- Use demonstrative adjectives
- Use ordinal numbers
- Ask and answer open - ended questions

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

1. **Game - Chapter 4 Bingo**: Create a bingo board using vocabulary from this chapter.
2. **Independent/Partner Activities:** Choose a state from the Midwest region that you would want to explore. Create a presentation that shows why someone would want to visit.
3. **Whole Class:** Classrooms around the world are different with different setups. Create a Venn Diagram comparing and contrasting different classrooms from student's cultures. When done, have students write an essay *or* have students draw their classroom from their culture (*differentiate when appropriate)*
4. **Headbands:** Print out pictures of vocabulary words in regards to classroom supplies, classes and times. Have students play headbands. Provide sentence frames (*differentiate based on level*, *you could include sheets for hints and vocabulary)*

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: Classroom and School Supplies:

Vocabulary

- **ACTIVITY 4.1.3 - WRITE:** Spell each word or phrase
- **ACTIVITY 4.1.4 - READ:** Match the classroom items with the correct vocabulary word
- **ACTIVITY 4.1.5 - LISTEN:** Listen as the student reads her school supply list.....
- **ACTIVITY 4.1.6 - LISTEN:** Listen to the student describe what she is doing in a particular area of the school...
- **ACTIVITY 4.1.7 - READ:** Choose the correct vocabulary word that best completes each sentence

Grammar

- **ACTIVITY 4.1.8 - READ & WRITE:** Complete the sentences with **in, on** or **under** based on the picture
- **ACTIVITY 4.1.9 - LISTEN:** Listen to the sentences describing the picture and decide if what the person said is true or false
- **ACTIVITY 4.1.10 - READ & SPEAK:** Put the statements in the correct word order based on the classroom image.

- **ACTIVITY 4.1.11 - WRITE:** Fill the blanks with **this** or **these**
- **ACTIVITY 4.1.12 - WRITE:** Fill in the blanks with **that** or **those**

Conversation/Reading

- **ACTIVITY 4.1.14 - What supplies do we need for school?:** Take turns asking and answering questions to complete your supply list
- **ACTIVITY 4.1.15 - Objects in the classroom**: Take turns saying sentences about where the objects are located in this classroom.
- **ACTIVITY 4.1.16 - READ:** Look at this teacher's inventory list...choose the correct answer to the questions about the items

<u>Section 2: Subject and Grades:</u>

Vocabulary

- **ACTIVITY 4.2.3 - WRITE:** Spell each word or phrase
- **ACTIVITY 4.2.4 - READ:** Choose the correct vocabulary word that best completes each sentence
- **ACTIVITY 4.2.5 - LISTEN:** Listen to the following students talk about their schedules. Put the subjects under the person according to which classes they have.
- **ACTIVITY 4.2.6 - LISTEN & READ:** Listen to the following student talk about her schedule. Put the subjects in order based upon what the student has first, after that, lastly, etc.

Grammar

- **ACTIVITY 4.2.8 - SPEAK:** Say the ordinal numbers and practice your pronunciation
- **ACTIVITY 4.2.9 - WRITE:** Change the ordinal number word into the ordinal number abbreviation
- **ACTIVITY 4.2.10 - SPEAK:** Look and say the correct cardinal/ordinal number abbreviation
- **ACTIVITY 4.2.12 - READ & WRITE:** Type the question needed to give the answer that is written
- **ACTIVITY 4.2.13 - READ & SPEAK:** Read the question and use the adjective to answer the question in a complete sentence

Conversation/Reading

- **ACTIVITY 4.2.14 - Do you like your classes?:** Take turns asking and answering **five** questions related to whether or not your partner likes particular classes.
- **ACTIVITY 4.2.15 - What's your school schedule?:** Take turns talking about your class schedules.
- **ACTIVITY 4.2.16 - READ:** Read Lauren's description of her classes.....
- **ACTIVITY 4.2.17 - READ:** Answer questions about the American school system

Section 3: Time and Schedules:

Vocabulary

- **ACTIVITY 4.3.4 - LISTEN:** Fill in each blank with the correct day of the week
- **ACTIVITY 4.3.5 - LISTEN:** Listen to the student talk about which classes he has on which days.
- **ACTIVITY 4.3.6 - READ:** Match the clock with the correct written time
- **ACTIVITY 4.3.7 - LISTEN:** Listen to the following times and match them with the correct clock.
- **ACTIVITY 4.3.8 - LISTEN & WRITE:** Listen to the following times and fill in each blank with the correct time.

Grammar

- **ACTIVITY 4.3.10 - READ:** Choose which question word best completes each question
- **ACTIVITY 4.3.11 - READ:** Read each question and put the answers to them in the correct order.
- **ACTIVITY 4.3.13 - READ & LISTEN:** Listen to the following student describe his schedule...
- **ACTIVITY 4.3.14 - LISTEN:** Listen to Adam and Elizabeth talk about their class schedule....

Conversation/Reading

- **ACTIVITY 4.3.16 - Complete the schedule:** Ask and answer questions to complete the school schedule.
- **ACTIVITY 4.3.17 - Building Sentences:** Look at the words given and make as many sentence combinations as you can...
- **ACTIVITY 4.3.18 - READ & WRITE:** Read Jack's schedule and answer the questions
- **ACTIVITY 4.3.19 - READ:** Imagine a typical school day for Jack. Use the schedule to help you put the events in order.

Unit 4 (Chapter 4) Review:

- **Self Evaluation**
- **Listening Review:** Review topics from Unit 4 by listening to class schedules.
- **Grammar Review:** Review grammar focus of demonstrative adjectives and question words
- **Reading Review:** Read the class schedules and answer the questions.
- **Writing Review:** Write a short description about the schedule you see.
- **Speaking Review:** Pretend this is your school schedule. Answer the questions below

Summative Assessments:

Presentations/Projects:

- **Project 1 - Class Skit:** With a partner, make a skit talking about your favorite classes, classes that you don't like, and your class schedules
- **Project 2 - Education Around the World:** With a partner, research another English - speaking country's school system and create a presentation.
-

Assessments:

- **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: **use real pictures from the school, create hands on activities**
- 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 real pictures from the school, create hands on activities**
- 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 real pictures from the school, create hands on activities**
- 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: **identifying where else ordinal numbers tend to be used**

- Higher-order thinking skills
- Interest-based content
- Student-driven instruction: **expanding on talking about classes using tier 3 vocabulary**
- Real-world problems and scenarios: **provide opportunities to work through hypothetical problems with classes/school**

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

- Pre-teaching of vocabulary and concepts: **pre teach school vocabulary, as well as the concept of ordinal numbers**
- Visual learning, including graphic organizers: **maps of the school, students schedules posted**
- Use of cognates to increase comprehension
- Teacher modeling: **model ask and answer questions**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **running vocabulary word wall**
- Sentence frames
- Think-pair-share
- Cooperative learning groups: **students who share similar schedules talk**

Unit 5

Desired Results

Unit 5: Shopping

Unit Summary: The purpose of this unit is to provide students with language that will help them understand everyday life while navigating the United States. This includes vocabulary related to clothing options, seasons, and weather. Also, students will learn how to use American currency. Students will build their vocabulary repertoire to

speak, read, write and listen better in English. Furthermore, the grammatical aspect of this unit focuses on using pronouns, prepositions and new types of verb tenses.

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:

- How has the Southern Region of the United States impacted American history?
- How can we express ourselves through clothing choice?
- How do we use American currency properly?
- How can we use different verb tenses to describe weather?

Unit Enduring Understandings:

- The Southern region of the United States holds a lot of history that has impacted the nation.
- By understanding the language of clothing, people are able to express what they prefer or not prefer to wear.
- Understanding how to use American currency will provide students with the foundation to become independent in the United States.
- Using different verb tenses will help students to be able to speak at different times.
- By understanding what the weather is, students can prepare to dress appropriately.

Vocabulary:

Section 1 Vocabulary: Clothing Items and Prices

Going Shopping	Clothing Items	Describe Clothing
to buy the cent to cost the credit card the customer the dollar to go shopping How much does _____ cost? How much does _____ cost? I am looking for _____ (in blue).	the boot the coat the clothes; the clothing the dress the glove the jacket the jeans the mitten the pants; the trousers the scarf	cheap expensive new
		Other Words and Phrases

the money; the cash
to pay (for)
the salesperson
to shop
the shopping mall (the mall)
the store
	the shirt
	  the blouse
	  the t - shirt
	the shoe
	the shorts
	the skirt
	the sock
	the suit
	the sweater
		other; another
		poor
		rich

Section 2 Vocabulary: Accessories and Opinions

Clothing Items and Accessories		Describe Clothing	Giving Opinions

the accessory
the belt
the hat
  the baseball cap
  the winter hat
the jewelry
  the bracelet
  the earring
  the necklace
  the ring
the purse
the raincoat
the sunglasses
the swimsuit
  the bathing suit
	the tie
	the umbrella
	the wallet
	the watch
		big
		fashionable
		long
		loose
		outdated
		perfect
		short
		the size
		  extra small
		  small
		  medium
		  large
		  extra large
		small
		tight
			to fit
			I like fashion
			I think that is is too big
			  (too small), etc.
			to look (appearance)
			to match (with)
			Not my style
			What do you think?

			Other Words and Phrases
			Can I help you? the fitting room golden silver to wear

Section 3 Vocabulary: Seasons and Weather				
Seasons	Discuss Weather			
the season fall (autumn) spring summer winter	degrees Celsius Fahrenheit It's... cloudy cold cool dry foggy hot humid	icy sunny warm wet windy to rain the rain It's raining It's rainy	to snow the snow It's snowing It's snowy to storm the storm It's storming It's stormy	the temperature high temperature low temperature What is the weather going to be like tomorrow? What is the weather like today?

Students will be able to:

- discuss ideas around clothing
- recognize American money and apply it to the cost of an item
- make informal and formal requests
- use direct object pronouns and pronouns after prepositions
- discuss weather using the present continuous and future simple

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

1. **Game - Chapter 5 Bingo**: Create a bingo board using vocabulary from this chapter.
2. **Independent/Partner Activities:** Choose a town/city/state from the Southeast region that you would want to explore. Research the history of the Civil Rights movement and how it impacted the area you choose. Also, include the African Americans who made the most impact during that time.

3. **Whole Class:** Clothing around the world is different and can represent religious or cultural meaning. Have students show cultural clothing that they know of.
4. **Whole Class:** Style today is much different than it has been before. Have students create a poster, designing their cutout with labeled clothing (cost as well). Finally, make sure it matches the season and weather they choose the outfit for.
5. **Climate Change:** Research how climate change has affected NJ. Have students use vocabulary to explain how aspects such as temperature and precipitation has changed over the years (*differentiate where applicable)*

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: Clothing Items and Prices</u>

Vocabulary

- **ACTIVITY 5.1.4 - READ:** Match the clothing item with the correct vocabulary word
- **ACTIVITY 5.1.5 - READ:** Choose the correct adjective that best completes each sentence
- **ACTIVITY 5.1.6 - READ:** Match the clothing items and prices based upon a conversation between a customer and a salesperson
- **ACTIVITY 5.1.8 - LISTEN & WRITE:** Listen to the prices and fill in the blanks with the correct numbers. Use the correct dollar format.

Grammar

- **ACTIVITY 5.1.10 - READ:** Choose the correct phrase that best completes each sentence
- **ACTIVITY 5.1.11 - LISTEN:** Listen to Adam discuss what he and his friends want to buy....
- **ACTIVITY 5.1.12 - SPEAK:** Look at the picture and say what each person does or does not want to buy
- **ACTIVITY 5.1.14 - READ & WRITE:** Write the answer to each question using the information provided
- **ACTIVITY 5.1.15 - READ & SPEAK:** Answer the following questions in complete sentences

Conversation/Reading

- **ACTIVITY 5.1.16 - Shopping with a friend:** Role play a conversation with your partner about where you are shopping in a store.....
- **ACTIVITY 5.1.17 - READ & WRITE:** Look at the clothing advertisement. Answer the questions....

<u>Section 2: Accessories and Opinions</u>

Vocabulary

- **ACTIVITY 5.2.4 - READ:** Match the opposites with each other
- **ACTIVITY 5.2.7 - READ:** Put the following conversation between a customer and salesperson in order
- **ACTIVITY 5.2.8 - LISTEN:** Listen to the following conversation....

Grammar

- **ACTIVITY 5.2.10 - READ:** Choose whether the pronoun marked between the two asterisks is a **subject** or **direct object**
- **ACTIVITY 5.2.11 -READ:** Choose whether the pronoun marked between the two asterisks is a **subject noun, direct object pronoun, subject pronoun** or **direct object pronoun.**
- **ACTIVITY 5.2.12 - READ & WRITE:** Read the sentences about clothing and accessories. Fill in the correct missing pronouns.
- **ACTIVITY 5.2.16 - READ & WRITE:** Read the following conversation between two friends who are shopping.

Conversation/Reading

- **ACTIVITY 5.2.17 & .18 - Salesperson and Customer Part 1 & 2**
- **ACTIVITY 5.2.19 - READ & WRITE:** Read the interview about Jason's shopping habits and clothing preferences. Then answer the questions
- **ACTIVITY 5.2.20 - READ & SPEAK:** Answer the following questions about your fashion preferences

<u>Section 3: Season and Weather:</u>

Vocabulary

- **ACTIVITY 5.3.3 - LISTEN & WRITE:** Spell vocabulary words from Section 3. Listen to the following sentences about weather.
- **ACTIVITY 5.3.5 - LISTEN & SPEAK:** Listen to each question, read the answers and respond saying the correct answers.
- **ACTIVITY 5.3.6 - WRITE:** Put the sentences in the correct word order
- **ACTIVITY 5.3.7 - READ:** Look at the weather descriptions and match them with the correct season

- **ACTIVITY 5.3.8 - LISTEN:** Listen to the description of the weather and decide which season it is describing.

Grammar

- **ACTIVITY 5.3.10 - READ:** Read each present simple sentence and choose the correct matching present continuous sentence.
- **ACTIVITY 5.3.11 - LISTEN:** Match each description with the correct image
- **ACTIVITY 5.3.13 - SPEAK:** Say **five** present continuous sentences about the image. Use at least **three** different verbs.
- **ACTIVITY 5.3.14 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.
- **ACTIVITY 5.3.16 - LISTEN & READ:** Listen to the weather report and decide if each statement is **true** or **false** based on what you hear.
- **ACTIVITY 5.3.17 - WRITE:** Look at the images and write a sentence describing what the weather is going to be like on each day.
- **ACTIVITY 5.3.18 - SPEAK:** Look at the pictures of U.S cities and say two sentences
- **ACTIVITY 5.3.19 - SPEAK:** For each image, describe what the weather is like and what the person is going to wear

Conversation/Reading

- **ACTIVITY 5.3.20 - Weather Reports**
- **ACTIVITY 5.3.21 - READ:** Look at the weather forecast for Washington D.C. Answer the questions about the weather.
- **ACTIVITY 5.3.22 - READ & WRITE:** Look at the weather forecast for Washington D.C. and then look at the sentences about the weather report...
- **ACTIVITY 5.3.23 - READ & SPEAK:** Answer questions about the weather forecast where you live.

Unit 5 (Chapter 5) Review:

- **Self Evaluation**
- **Listening Review:** Review topics from Unit 5 by listening to questions about the season and other topics from Unit 5.
- **Grammar Review:** Review grammar focus of direct object pronouns, pronouns and prepositions
- **Reading Review:** Read the weather report, choose the correct answer
- **Writing Review:** Write at least **five** sentences describing the weather and what the person is doing, and what he is wearing

- **Speaking Review:** Look at the clothing ad. Choose 5 items and say what the item is, its color, and how much each item costs.

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - Fashion Show:** You will be putting on a fashion show....describe your partner's 4 items as they walk the "runway"
- **Project 2 - Online Shopping:** Search for an outfit online, then write a short paragraph

<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: **use real clothing, pictures of clothing that is in style. Use pictures of the weather to assist student learning, including sounds that each type of weather makes.**

- 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 real clothing, pictures of clothing that is in style. Use pictures of the weather to assist student learning, including sounds that each type of weather makes.**
- 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 real clothing, pictures of clothing that is in style. Use pictures of the weather to assist student learning, including sounds that each type of weather makes.**
- 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: **research american clothing through the centuries**
- Higher-order thinking skills: **think about how the United States could be different without the civil rights movement**
- Interest-based content: **pick a topic from this unit, then find more specific vocabulary or slang vocabulary**
- 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 clothing vocabulary, as well as weather vocabulary**
- Visual learning, including graphic organizers: **use clothing pictures students relate too**
- Use of cognates to increase comprehension: **running cognate wall**
- Teacher modeling: **model ask and answer questions**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **running vocabulary word wall**
- Sentence frames: **provide sentence frames to talk about the weather in different ways**
- Think-pair-share: **have students each day talk about what their partner is wearing, also include if they would wear it.**
- Cooperative learning groups:

Unit 6

Desired Results

Unit 6: Entertainment

Unit Summary: The purpose of this unit is to provide students with language that will help them understand entertainment in America including movies and music. Students will build their vocabulary repertoire to speak, read, write and listen better in English. Furthermore, the grammatical aspect of this unit will enhance 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.

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:

- How has the Western Region of the United States impacted American history?
- How can we connect with others with our entertainment interests?
- How can we make plans with others?
- How can we compare using comparative and superlative adjectives to describe nouns?
- When do we use *can*, and *have to*?

Unit Enduring Understandings:

- The Western Region of the United States holds various landmarks, landforms and history.
- Understanding vocabulary with entertainment will help make connections with others.
- By using the correct vocabulary while making plans, students can find more ways to create relationships with peers.
- Various adjectives will help to place nouns in specific order or to compare persons, places, or things.
- *can* and *have to* are used to show something someone has an option to do, or something someone needs to do.

Vocabulary:

Section 1 Vocabulary: Movies as Entertainment		
<u>Discuss Movies</u>	<u>Going to a Movie Theater</u>	<u>Describe Movies</u>
to act (in), to star (in)	to go to the movie theater	dramatic

the actor the actress the movie; the film What type of movies do you like? action animated comedies horror romance science fiction (sci - fi) thrillers westerns	the movie theater; the cinema the see a movie the ticket What do you prefer to see? I prefer to see _____. What time is it playing? Which movies are playing? Which movie do you want to see?	funny horrible romantic scary suspenseful entertaining exciting

Section 2 Vocabulary: Music as Entertainment			
<u>Discuss Music</u>		<u>Describe Music/Musicians</u>	<u>Intensifiers</u>
to applaud the audience the band the concert the drums the guitar the instrument the keyboard the musical group the piano the singer the song	What type of music do you like? alternative country classical dance hip hop pop rock and roll (rock)	artistic loud quiet talented	absolutely a little extremely really so too very

Section 3 Vocabulary: Making Plans		
Extend an Invitation		Accept/Decline an Invite
Are you free tonight? Do you have plans for Friday night? to go to the cafe the club/disco the festival the movie the park the party the zoo to go out to hang out	How about ____ instead? to stay at home tonight the weekend (Friday evening through Sunday night) What are you doing this weekend? What are you doing on _____? Saturday morning Saturday afternoon Saturday evening Saturday night	I am busy. I'm sorry. No, I cannot. No, I can't. See you then. Sounds good. That works for me. Yes, I can.

Students will be able to:

- **discuss movies and music in terms of preference**
- **make plans**
- **use comparative and superlative adjectives when describing a noun**
- **use future simple**
- **use the verbs *can* and *have to*.**

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

1. **Game - Chapter 6 Bingo**: Create a bingo board using vocabulary from this chapter.
2. **Independent/Partner Activities:** Choose an activity that the Western region is known for. Research and present the history behind these activities, and how they still are able to exist today (*differentiate where possible)*
3. **Independent/Partner Activities:** Research a movie. Create a poster showcasing who is in the movie along with other details. Be sure to include what languages the movie is able to be translated in.

4. **Whole Class:** As a whole class, listen to one song from each genre that is listed in the vocabulary section. Have students write whether they enjoyed the genre and why. (*differentiate where applicable)*
5. **Group:** Have students create a calendar of what everyone is doing for the next week. Be sure to use sentence frames and vocabulary from the chapter.

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: Movies as Entertainment</u>

Vocabulary

- **ACTIVITY 6.1.4 - LISTEN:** Listen to the following friends as they talk about movies. Match the person with the movie they **prefer** to see.
- **ACTIVITY 6.1.5 - LISTEN:** Listen to Nick and Ben as they talk about movie genres.

Grammar

- **ACTIVITY 6.1.9 - WRITE:** Change the adjective into comparative adjectives. Please include **than**
- **ACTIVITY 6.1.10 - READ & WRITE:** Complete the sentences with **than** or **as.**
- **ACTIVITY 6.1.11 - WRITE:** Type the correct comparative sentence in each blank using the information given.
- **ACTIVITY 6.1.12 - SPEAK:** Look at each set of pictures and say one comparative sentence for each set.
- **ACTIVITY 6.1.13 - SPEAK:** Say these superlative adjectives to practice pronunciation.
- **ACTIVITY 6.1.14 - WRITE:** Change the adjectives into superlative adjectives. Include "the" in your answer.
- **ACTIVITY 6.1.17 - LISTEN:** Listen to the descriptions of the family members and put the superlative adjectives in the correct category.

Conversation/Reading

- **ACTIVITY 6.1.18 - Let's go to the movies!:** Complete the worksheet with your partner.
- **ACTIVITY 6.1.20 - READ:** Look at the movie descriptions and times. Then, answer the following questions.

- **ACTIVITY 6.1.21 – READ & SPEAK:** Answer the following questions. Use the movies in the reading for the questions.

Section 2: Music as Entertainment

Vocabulary:

- **ACTIVITY 6.2.4 – READ:** Match the section 2 vocabulary word with the correct picture.
- **ACTIVITY 6.2.5 – READ & SPEAK:** Answer the following questions about your musical preferences.
- **ACTIVITY 6.2.7 – LISTEN & WRITE:** Listen to the sentence and fill in the missing intensifier that you hear.

Grammar

- **ACTIVITY 6.2.10 – WRITE:** Put the statements or questions in the correct word order.
- **ACTIVITY 6.2.11 – LISTEN & READ:** Listen to what the following people are going to do. Then, answer the questions based on what you hear.
- **ACTIVITY 6.2.12 – LISTEN & SPEAK:** Listen to what the weather is going to be like today. Say what you are going to do because of the weather conditions using complete sentences.

Conversation/Reading

- **ACTIVITY 6.2.14 – What is he/she going to do?:** Take turns asking/answering questions about what each person is going to do after school on a particular day.
- **ACTIVITY 6.2.15 – Top 10 Songs:** Fill in the "Top 10" songs on the Billboard Hot 100 list in the United States right now.....
- **ACTIVITY 6.2.16 – READ:** Answer the questions based on the reading.
- **ACTIVITY 6.2.17 – LISTEN, READ & WRITE:** Go online and listen to the three most popular songs on Michael Jackson's *Thriller* album.

Section 3: Making Plans

Vocabulary

- **ACTIVITY 6.3.5 – LISTEN & SPEAK:** Listen to each sentence, read the answers, and respond saying the correct answers
- **ACTIVITY 6.3.6 – READ & SPEAK:** Answer the following questions in complete

Grammar

- **ACTIVITY 6.3.8 – READ & WRITE:** Use the information in the parentheses to complete the sentence.

- **ACTIVITY 6.3.9 - LISTEN & WRITE:** Listen to Tom describe what he can or cannot do. Fill in the blanks with **can, cannot** or **can't** based on what you hear him say
- **ACTIVITY 6.3.10 - LISTEN & SPEAK:** Listen to each question and respond using the complete sentences.
- **ACTIVITY 6.3.13 - LISTEN & WRITE:** Listen to Rob describe what he has to do.
- **ACTIVITY 6.3.14 - LISTEN & SPEAK:** Listen to each question and respond using complete sentences.
- **ACTIVITY 6.3.15 - WRITE:** It is Saturday. Type sentences to describe a normal Saturday in your life.
- **ACTIVITY 6.3.17 - READ:** Read the questions and match the answer the goes with each question
- **ACTIVITY 6.3.18 - READ & WRITE:** Look at the calendar...Write response to the questions.

Conversation/Reading

- **ACTIVITY 6.3.19 - Classmates' Preferences:** Take turns asking and answering questions with a partner.
- **ACTIVITY 6.3.20 - Can you go with me?:** Discuss plans that you have in April with a partner using the calendar given.
- **ACTIVITY 6.3.21 - READ:** Look at the posters about Chicago, Illinois's annual music festivals. Then choose the best answer for the questions
- **ACTIVITY 6.3.22 - READ & WRITE:** Go online and research one of the music festivals listed in the reading that interests you the most and answer the following questions.

Unit 6 (Chapter 6) Review:

- **Self Evaluation**
- **Listening Review:** Review topics from Unit 6 by listening to questions about making plans and other topics from Unit 6.
- **Grammar Review:** Review grammar focus of present simple verbs, adjectives and intensifiers.
- **Reading Review:** Read the calendar and decide whether you **can** or **can't** attend the activity.
- **Writing Review:** Write at least **five** sentences about your weekend plans.
- **Speaking Review:** Answer the questions about your movie and music preferences using comparatives and superlatives.

Summative Assessments:

<u>Presentations/Projects:</u>

- **Project 1 - Actor/Actress:** Choose a popular living American actor or actress and research him/her.
- **Project 2 - Music Project:** Choose a current popular American artist or band and research it.

<u>Assessments:</u>

- **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: **listen to music that is related, show clips of movies that are talked about**
- 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: **listen to music that is related, show clips of movies that are talked about**
- 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: **listen to music that is related, show clips of movies that are talked about**
- 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: **research a musician or actress who has come from another country**
- Higher-order thinking skills
- Interest-based content: **pick a genre of music and study the american history behind it**

- Student-driven instruction
- Real-world problems and scenarios: **come up with more complex situations when have issues with plans**

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

- Pre-teaching of vocabulary and concepts: **pre teach music and movie vocabulary**
- Visual learning, including graphic organizers: **use movies that students can relate too.**
- Use of cognates to increase comprehension: **running cognate wall**
- Teacher modeling: **model ask and answer questions**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **running vocabulary word wall**
- Sentence frames: **provide sentence frames to talk about movies and music in different ways**
- Think-pair-share:
- Cooperative learning groups: