

Unit 1: Language Proficiency
Language Academy
15 Class Meetings

Updated May 2026

Essential Questions

- What specific skills or areas do I need to improve, and how can I set realistic, measurable goals to enhance my language proficiency?
- How can I identify and communicate my language learning needs to teachers, peers, or support services to get the help I require?
- How does Hispanic heritage shape our communities and culture?

Enduring Understandings with Unit Goals

EU 1: Students will understand how language proficiency affects their learning.

- Explore various resources to determine individual language proficiency levels.
- Interpret LAS Links levels and their corresponding language domains (listening, speaking, reading, writing).
- Discuss and compare LAS Links scores through peer conversations and presentations.
- Communicate personal strengths, interests, and areas for growth to contribute to their English Learner (EL) improvement plan.

EU 2: Hispanic heritage enriches our culture and helps us understand the diverse experiences and contributions of Hispanic communities.

- Students will explore the history and significance of Hispanic Heritage Month.
- Students will identify and describe contributions of influential Hispanic individuals and communities.
- Students will reflect on the impact of Hispanic culture in their own lives and in society.

CELP Standards

- 6-8.2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 6-8.3. Speak and write about grade-appropriate complex literary and informational texts and topics
- 6-8.5. Conduct research and evaluate and communicate findings to answer questions or solve problems
- 6-8.10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

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ISAAC Vision of the Graduate Competencies
Competency 1: Write effectively for a variety of purposes. Competency 2: Speak to diverse audiences in an accountable manner. Competency 3: Develop the behaviors needed to interact and contribute with others on a team. Competency 4: Analyze and solve problems independently and collaboratively. Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview
1.Language Proficiency • Define the four language domains • Examine LAS Links scores • Create an advocacy plan Academic Language: Define, examine, create, explain, compare, contrast Vocabulary: language proficiency, language domains, proficiency, levels, exit, criteria, advocacy. <u>Interdisciplinary Connection:</u> • Social & Emotional, ELA, World Language

Daily Learning Objectives with <i>Do Now Activities</i>
Students will be able to... • Explain how bilingualism affects brain function and cognitive development. • Contrast and compare four domains from LAS Links • Analyze their LAS Links scores from previous years to identify growth, strengths, and areas for improvement in each language domain. • Describe and assess strengths and weaknesses as a language learner * • Collect and evaluate second language learning strategies to develop a personalized self-advocacy plan for their language development.* • Summarize the importance of Hispanic Heritage month • Analyze the contributions of a specific Hispanic figure (Mini-Project) • Illustrate and explain the significance of "El Día de los Muertos." • Compare and contrast "El Día de los Muertos" with Halloween. • Analyze and summarize the cultural meanings of "El Día de los Muertos."

Instructional Strategies/Differentiated Instruction
• Accountable Talk discussions

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- Graphic Organizers
- Self-assessments
- Strategic grouping
- Personal Connections
- Word Walls/visuals
- Chunking
- Small/Whole group discussion
- Pair/Share
- Shortened/modified reading and writing assignments
- Sentence Starters

ML Strategies

- Word Walls
- Key Vocabulary
- Marzano's Six Strategies for Teaching Academic Language
- Frayer Model
- Morphology Instruction (teaching roots, prefixes, and suffixes)
- Context Clues Practice (using sentence-level meaning to infer unfamiliar words)
- Reading Comprehension and Access:
- Pre-reading Strategies
- Leveled Readings
- Chunking Text
- Audiobooks
- Annotation Strategies (highlighting, margin notes, and symbols for comprehension)
- Instructional Strategies:
- Think, Write, Pair, Share (TWPS)
- Explicit Modeling
- Culturally Responsive Teaching
- Graphic Organizers
- Strategic Grouping
- Non-verbal Assessments
- Sentence Frames and Starters (helpful for English learners)
- Choice Boards (students select from a variety of task options)
- Exit Tickets (quick formative assessments at the end of a lesson)
- Student Self-assessment and Reflection

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now Activities
- Student Discussions and Responses
- Accountable Talk Discussions
- Completed Class Notes
- Completed Graphic Organizers
- Teacher Observations
- Journal Checks
- Self-Advocacy Graphic Organizer
- LAS Links Scope and Sequence
- LAS Links Proficiency Rubrics

SUMMATIVE ASSESSMENTS:

Self-Advocacy Plan/Reflection

Unit Task

Unit Task Name: Self-Advocacy Plan

Students will use their understanding of their language proficiency to complete a Self-Advocacy Plan. In this form, they will summarize their proficiency level (EU 1), highlight their strengths, interests, and areas for growth, and identify the accommodations they need to succeed at ISAAC (EU 2).

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Unit Resources

- LAS Links
- An Educational Journey for Self-discovery to Self-advocacy
- DRC Instructional Guide
- LAS Links Scope and Sequence