Summit Public Schools
Summit, New Jersey
Grade Level: 9-12
Content Area: Introduction to Standard English for Multilingual Learners

Overview:
Introduction to Standard English is designed for newly arrived students with limited to no prior exposure to English language instruction. The goal of this course is to develop a grammatical foundation to the English language. Each unit covers and expands on grammatical concepts and vocabulary which are essential to interact in multicultural settings while boosting communication abilities in all language domains: listening, speaking, reading, and writing. In addition, the course exposes students to American culture and the school system to aid newcomers in acclimating to a new environment. This course precedes the Standard English for Multilingual Learners courses and coincides with Introduction to English as a Second Language course. Introduction to Standard English corresponds to ACCESS levels 1.0 - 2.0. Student work will conform to WIDA Language Development Standards and New Jersey Student Learning Standards.

Unit 1: Introduction to High School

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

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

- Introducing oneself and providing personal information
- Using basic vocabulary and syntax to communicate needs in the classroom
- Producing sentences and questions using verb to be
- Differentiating between the proper usage of demonstrative adjectives and verb to be
- Acquiring English language structure for affirmative and negative statements
- Expressing actions in the present continuous
- Constructing questions and statements in context

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can we seize opportunities school provides here in the U.S.? • What is the difference between school in the U.S. and our native countries? • Who can help us in the school and where are they? • How can we communicate what we need? • How do we share personal information? • How do we describe what we are doing? • What are the differences between formal and informal forms of communication? • How do we communicate what is true and false?	• Schools can provide various opportunities and resources (tutoring, sports, counseling, nutrition, etc.). • U.S. schools have different expectations and cultural norms. • Teachers, counselors, and other staff members in multiple locations around the school are available to provide us with support. • Acquiring key vocabulary and phrases are necessary to communicate our needs. • Knowing how to speak, write, read, and listen to important information or questions will help communicate personal information. • Verbs are words to describe actions. • Present continuous statements describe what we do right now. • Email is a formal form of communication that has a specific structure while texting or chatting is an informal form of communication that has no specific structure. • Affirmative and negative statements communicate what is true and false.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. NJSLSA.SL.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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems	**Instructional Focus:** **Lesson 1: Introductions** Students will… ● Introduce themselves to their classmates ● Ask each other for personal information (address, phone numbers, age, etc.) ● Use possessive pronouns and subjects to communicate information to others ● Take a tour of the school ● Compare current school with native school ● Take a tour of the school ● Get to know important staff members and positions ● Practice numbers 1-10 **Lesson 2: Classroom Communication** Students will… ● Identify objects in the classroom ● Interpret classroom commands ● Utilize there is/are in the correct context ● Distinguish between this/these ● Produce yes or no questions ● Write emails to teachers and students ● Practice number 1-100 **Lesson 3: Actions** Students will… ● Acquire essential vocabulary to describe actions ● Use the present continuous to describe what is happening ● Interpret video and write captions regarding actions **Lesson 4: Descriptions** Students will… ● Observe an image and write true and false statements ● Determine if a statement is true or false ● Develop affirmative and negative statements based on text or visual evidence **Instructional Strategies:** **Listening:** ● Complete a dialogue from an audio

and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Listen to audios and respond to questions **Speaking:** • Respond to questions posed by students • Record pronunciation of different sounds and numbers • Present a short project introducing themselves **Reading:** • Interpret dialogues with personal information • Determine if affirmative or negative statements are true based on textual or visual evidence • Read mentor texts "English Around the World," "What's in your Classroom?," and "Everybody's Talking" **Writing:** • Write sentences with verb to be • Document information in writing • Construct true or false statements based on textual or visual evidence
Differentiation	**Assessments**

Interdisciplinary Connections
• Students will be designing a name poster (Design).
• Students will be recording and presenting an interview (Public Speaking).
 	
Technology Integration
• Students will be recording and presenting an interview (GoFormative, FlipGrid).
• Students will get accustomed to using Google Apps (Google Docs, Gmail, Google Slides, etc.)
• Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).
 	
Media Literacy Integration
• Students will be interpreting videos, images, and maps to gather information regarding themselves and others.
 	
Global Perspectives
• Students will learn about U.S. culture and share about their own cultures.
• Students will be comparing and contrasting
	Formative Assessments:
	• **Journal Writing Prompts:**
	  ○ What day is today?
	  ○ What is the weather like?
	  ○ Where are you from?
	  ○ Where is he/she from?
	  ○ How old is he/she?
	
	• **Word and Sentence Work:**
	  ○ Grammar activities
	  ○ "Charades" game
	  ○ Vocabulary games (Quizlet, Blooket, Gimkit, Quizizz)
	
	Summative Assessments, Projects, and Celebrations:
	• **Vocabulary and Grammar Assessment**
	  ○ Interpret Personal Information
	  ○ Use present continuous in context
	  ○ Answer questions in the correct English structure

cultural norms and expectations relating to school.

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

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

    - Identify actions based on visuals
    - Determine if true or false based on oral and visual prompts
- **Interview Project**
    - Ask questions about personal information
    - Answer questions about themselves
- **Speaking Prompt**
    - Orally construct sentences using present continuous based on visuals

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

Recommended Texts to Support Unit:

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

Unit 2: Introduction to the Community

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

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

- Describing people in the community using adjectives
- Comparing people in the community citing physical features, personality, and culture
- Referencing location, specifying where objects are in relation to other objects
- Requesting information about location
- Explaining different types of residences and residential spaces
- Reporting on cities' weather, location, and population

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do we describe people? • How do we specify the location of objects in a room? • What do we need to request information about the community? • How do we describe residences?	• Adjectives help us describe physical appearance. • Prepositions and vocabulary are essential in determining the location of an object in a room. • Forming questions with verb "to be" and "wh-" words will facilitate requesting information about the community. • Key vocabulary and grammar regarding homes, families, and cities are needed to describe our residences.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to	**Instructional Focus:** **Lesson 1: Relationships** Students will… • Acquire the family vocabulary • Utilize adjectives to describe people • Describe people's age and personal appearance • Understand the calendar (e.g. days of the week and months in a year) • Practice numbers pertaining to years **Lesson 2: Residences** • Develop essential vocabulary to describe a home • Pinpoint locations of objects in a room utilizing prepositions

task, purpose, and audience.

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

NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJSLSA.SL.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.

Career-Ready Practices

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

- Form questions about locations (e.g. "Where is…?"/"Where are…?")
- Understand American addresses
- Practice numbers 1-1000

Lesson 3: Dream Residences

- Construct a model of a dream residence
- Describe dream residence using vocabulary and prepositions
- Ask questions regarding classmates' dream residences
- Practice numbers 1-100,000

Lesson 4: Cities

- Explain a city's weather, location, and population
- Identify parts of a city (e.g. library, school, home, etc.)
- Interpret a road map
- Follow directions in a map
- Practice numbers above 100,000

Instructional Strategies:

Listening:

- Complete sentences pertaining to audios
- Listen to audios and respond to questions

Speaking:

- Present their ideal homes
- Record giving directions using a map
- Pronounce new words such as unit vocabulary and numbers

Reading:

- Interpret dialogues with addresses
- Determine if affirmative or negative statements are true based on textual or visual evidence
- Read mentor texts "Three Families," "Life on the Road," "Seattle, Washington," and "My Local Park"

Writing:

- Write questions using "wh-" words
- Document information in writing
- Construct sentences describing families, homes, and cities

Differentiation	Assessments

Interdisciplinary Connections

- Students will be designing an ideal home and city (Architecture, Design, Geography, Meteorology).
- Students will be recording and presenting two projects (Public Speaking).

Technology Integration

- Students will be recording and presenting a speaking prompt (GoFormative, FlipGrid).
- Students will design an ideal home and city (Planner 5D, Icograms).
- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting videos, city plans, and maps to talk about the community.

Global Perspectives

- Students will learn about U.S. cities and share about their own cities.
- Students will be comparing and contrasting cultural differences between families and residences.

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

Formative Assessments:

- **Journal Writing Prompts:**
  - What day is today?
  - What is the weather like?
  - Describe yout [family vocabulary].
  - What do you see in the picture?

- **Word and Sentence Work:**
  - Grammar activities
  - Vocabulary games (Quizlet, Blooket, Gimkit, Quizizz)
  - "I Spy…" game

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
  - Interpret information regarding dates, addresses, and maps
  - Form questions in the correct English structure
  - Identify people, objects and locations based on oral or written descriptions
- **Dream Home Project**
  - Design an ideal home
  - Describe objects and rooms in ideal home
- **My City Project**
  - Design a city with different places (e.g. library, home, school, hospital, etc.)
  - Explain the population, location, and weather of the city
- **Speaking Prompt**
  - Orally construct questions and responses pertaining to a visual

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

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

Recommended Texts to Support Unit:

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

Unit 3: Introduction to the Economy

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

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

- Forming questions requesting information about prices
- Developing the grammar skills and vocabulary to communicate about clothing
- Understanding the American economy through exploring stores both online and in-person
- Determining appropriate attire depending on weather and occasion

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do we ask questions about prices? • How do we share information about clothing? • What is the American economy like? • What should we wear?	• Constructing questions with "how much…" aid us in getting prices. • Utilizing clothing vocabulary and indefinite articles can help us communicate about clothing and transportation. • The American economy includes shopping online, at malls, at grocery stores, and in cities. • Understanding the weather and cultural customs help us determine what we should wear.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including	**Instructional Focus:** **Lesson 1: Clothing** Students will… • Acquire the key vocabulary relating to clothing • Utilize articles to specify nouns • Describe articles of clothing based on color, number, and size **Lesson 2: Prices** • Practice numbers pertaining to prices (e.g. dollars and cents) • Interpret price tags, discounts, and receipts • Form questions with "how much…?" **Lesson: 3: Shopping** • Understand how to return an item • Construct questions with "how much…?,""how many…?," and "what color/size…"

the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. NJSLSA.SL.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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● Role-play shopping at a clothing store **Lesson 4: Deals** ● Discuss Black Friday in the United States ● Distinguish between good and bad prices for items ● Determine what is a better deal (e.g. discounts, coupons, etc.) **Instructional Strategies:** **Listening:** ● Complete a dialogue regarding prices for shopping ● Listen to audios and complete grammar activity **Speaking:** ● Present a shopping dialogue ● Pronounce new words such as unit vocabulary and numbers **Reading:** ● Interpret dialogues with prices ● Read mentor texts "Buy Clothes Online" and "Shopping" **Writing:** ● Write questions using "how much…" ● Construct sentences describing visual such as "The Clothing Store"
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will be designing an ideal home and city (Architecture, Design, Geography, Meteorology). ● Students will be recording and presenting two projects (Public Speaking). **Technology Integration** ● Students will be recording and presenting a speaking prompt (GoFormative, FlipGrid).	**Formative Assessments:** ● **Journal Writing Prompts:** ○ What day is today? ○ What is the weather like? ○ What do you see in the picture? ○ What do you want to buy? ○ Where do you shop? ○ Is the item expensive or cheap? Why?

- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting online shopping websites, catalogs, videos, store receipts, and wish lists.

Global Perspectives

- Students will discuss American weather patterns and cultural customs which affect clothing choices.
- Students will be comparing and contrasting cultural differences between clothing styles.

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

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

- **Word and Sentence Work:**
  - Grammar activities
  - Vocabulary games (Quizlet, Blooket, Gimkit, Quizizz)
  - Shopping games

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
  - Interpret information regarding prices and transportation
  - Form questions about prices in the correct English structure
  - Identify vocabulary regarding clothing
  - Describe clothing size, color, and number
- **Shopping Role-Play**
  - Use clothing vocabulary in context
  - Specify number of items and prices
  - Apply grammar concepts within context (e.g. articles, adjectives, etc.)
  - Describe clothing size, color, and number
- **Speaking Prompt**
  - Orally construct affirmative statements pertaining to the visual "The Clothing Store"

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

Recommended Texts to Support Unit:

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

Unit 4: Introduction to Transportation

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

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

- Articulating actions in present continuous regarding modes of transportation
- Expand vocabulary and grammar skills to communicate about the types of transportation in America
- Understandingand navigating the American transportation system

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do we request information about transportation? • How do we express actions about transportation? • How do we share information about transportation? • What is the American transportation system like?	• Forming "wh-" questions with present continuous help us get information about transportation. • The present continuous verb tense expresses specific actions relating to transportation. • Using specific vocabulary and present continuous can help us communicate about transportation. • The American transportation system includes bicycles, buses, taxis, trains, and subways.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing	**Instructional Focus:** **Lesson 1: Transportation** Students will… • Identify different types of transportation (e.g. , bus, train, taxi, etc.) • Explain various modes of transportation using the present continuous • Interpret a visual using new vocabulary and present continuous **Lesson 2: Getting Information** • Construct yes or no questions pertaining to transportation • Form "wh-" questions with present continuous, • Listen to questions and determine the correct person in the visual • Engage in conversations utilizing new vocabulary and grammar concepts

and to interact and collaborate with others.

NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJSLSA.SL.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.

Career-Ready Practices

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

- Review the usage of "how many…?" to ask about quantity

Lesson 3: Navigating Stations

- Analyze visuals to develop statements and interrogatives using present continuous
- Read informational text regarding bike-friendly cities
- Develop writing by including more details such as time, location, etc.

Lesson 4: Getting Around

- Determine best mode of transportation around a city
- Interpret a bus or train schedule
- Give and take directions for a route around a city
- Practice purchasing a bus or train ticket

Instructional Strategies:

Listening:

- Complete a dialogue regarding transportation
- Listen to audios and complete grammar activity

Speaking:

- Present a transportation dialogue
- Record giving directions using a bus or train schedule
- Pronounce new words such as unit vocabulary and numbers

Reading:

- Interpret dialogues with bus times
- Read mentor texts "Bike-Friendly Cities"

Writing:

- Write questions using "wh-" and present continuous
- Construct sentences describing visual such as "The Train Station"

Differentiation	Assessments
Interdisciplinary Connections ● Students will interpret maps of different modes of transportation (Geography). ● Students will be recording and presenting a project (Public Speaking).	**Formative Assessments:** ● **Journal Writing Prompts:** ○ What day is today? ○ What is the weather like? ○ What do you see in the picture?

Technology Integration

- Students will be recording and presenting speaking prompt (GoFormative, FlipGrid).
- Students will devise a plan to travel around a city (Google Slides, Google Maps, Google Earth).
- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting videos, city plans, and maps to discuss how to get around.

Global Perspectives

- Students will learn about U.S. cities' transportation and share about their own cities' transportation.
- Students will discuss transportation systems and develop an understanding of American customs.

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

    - How do you travel around Summit?
    - Where do you want to visit in NJ and NY?

- **Word and Sentence Work:**
    - Grammar activities
    - Vocabulary Games (Quizlet, Blooket, Gimkit, Quizizz).

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
    - Interpret information regarding transportation
    - Form questions in the correct English structure
    - Utilize present continuous to describe transportation
    - Identify vocabulary regarding transportation
- **Getting Around Project**
    - Identify a preferred location to visit
    - Devise a 3 types of routes to desired location
- **Speaking Prompt**
    - Orally construct affirmative statements pertaining to the visual "The Train Station"

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

Recommended Texts to Support Unit:

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

Unit 5: Introduction to an American Lifestyle

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

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

- Developing an understanding of the American lifestyle
- Identifying and describing actions pertaining to daily life and work
- Discussing eating habits in daily life and workplace
- Conveying actions happening in the present to talk about lifestyle
- Communicating with prepositions of time to describe a daily schedule
- Utilizing adverbs to demonstrate the frequency of an action

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is the American lifestyle? • What does daily life and work look like? • What are our eating habits? • How do we convey information about what we do everyday? • How do we communicate our daily schedules? • How do we express how often we do something?	• The American lifestyle includes values, family structures, eating habits, and media consumption. • Daily life and work encompasses actions such as brushing your teeth, making your bed, eating breakfast, etc. • We normally eat three meals a day with cultural variations. • Using the simple present aids us in conveying information about what we do everyday. • We can use prepositions of time to communicate our daily schedules. • Adverbs of frequency help us express how often we do something.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Instructional Focus:** **Lesson 1: Everyday Activities** Students will… • Arrange activities in order based on visual evidence • Determine whether a statement is true or false depending on individual's schedule • Use sequence words to describe everyday activities

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

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

NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJSLSA.SL.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.

Career-Ready Practices

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

Lesson 2: Telling Time

- Practice telling time (e.g. o'clock, oh-, etc.)
- Express actions in simple present
- Utilize prepositions of time to describe schedule
- Construct negative statements in the simple present
- Read a personal story called "A Busy Schedule"
- Devise schedule for the week

Lesson 3: Discussing Food

- Identify various food items (e.g. breakfast, lunch, dinner, fruits, vegetables, etc.)
- Distinguish between foods you like or don't like
- Listen to audio about what people eat
- Gain exposure to foods from different cultures
- Present on food from native country

Lesson 4: Eating around the World

- Review the present simple verb tense
- Use adverbs of frequency to describe how often you complete actions related to food
- Interpret a visual, "At Mario's Italian Restaurant"
- Read an informational text, "Ugly Food," and determine if statements are true or false
- Discuss different holidays and food around the world
- Practice reading a menu and prices
- Role-play ordering food at a restaurant

Instructional Strategies:

Listening:

- Watch a video about vegetable curry
- Listen to audios and complete a table pertaining to a visual

Speaking:

- Present on a holiday and food from native country
- Record describing daily schedule and eating habits
- Pronounce new vocabulary

Reading:

- Interpret paragraphs about studying English and holidays
- Read mentor texts "A Busy Schedule" and "Ugly Food"

Writing:

- Write affirmative and negative statements in present simple about daily life and food
- Construct sentences describing visual such as "A Day at Work" and "At Mario's Restaurant"

Differentiation

Interdisciplinary Connections

- Students will be discussing recipes and food products (Foods and Nutrition).
- Students will be recording and presenting a project about food in native country (Public Speaking).

Technology Integration

- Students will be recording and presenting a speaking prompt (GoFormative, FlipGrid).
- Students will design presentations about food from their native country (Google Slides).
- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting videos and menus.
- Students will compare and contrast virtual menus and physical menus.

Global Perspectives

- Students will present about foods and holidays from different countries.
- Students will be comparing and contrasting lifestyles from different cultures.

Supports for English Language Learners

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

Assessments

Formative Assessments:

- **Journal Writing Prompts:**
  - What day is today?
  - What is the weather like?
  - What do you see in the picture?
  - What do you do everyday?
  - What is your favorite food?
  - Do you like [food item]? Why or why not?
  - What restaurants do you like?
- **Word and Sentence Work:**
  - Grammar activities
  - Vocabulary Games (Quizlet, Blooket, Gimkit, Quizizz)

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
  - Utilize simple present to describe daily actions
  - Identify vocabulary regarding daily life and food
  - Use prepositions of time and adverbs of frequency within context
- **Restaurant Role-Play**
  - Use food vocabulary in context
  - Ask and answer questions pertaining to menu items
- **Travel Around the World**
  - Present on food and holidays from native countries
  - Design Google Slides presentation about country
- **Speaking Prompt**
  - Orally construct statements pertaining to the visual, "At Mario's Italian Restaurant"

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

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

Recommended Texts to Support Unit:

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

Unit 6: Introduction to the Workforce

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting. **WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Big Ideas: *Course Objectives/Content Statement(s)* ● Identifying responsibilities of specific occupations ● Understanding schedule pertaining to work hours during a week ● Analyzing requirements for specific job and demonstrating qualities of an effective employee ● Constructing questions to acquire information about a certain job

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What types of jobs are available? ● How do we interpret a work schedule? ● How do we understand the requirements for a specific job? ● How do we apply for a job? ● What are the qualities of an effective employee? ● How do we construct interrogatives?	● Many part-time and full-time jobs are available around the community (e.g. manager, front desk clerk, driver, etc.). ● Interpreting a work schedule's shifts will help us be punctual employees. ● Grasping vocabulary and structure of job postings aid us in understanding the requirements for a specific job. ● Job applications ask for specific personal information and experience. ● Strong communication, time-management, and problem-solving skills are necessary qualities of an effective employee. ● Using "wh-" words can help us construct interrogatives.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Instructional Focus:** **Lesson 1: Different Occupations** Students will… ● Identify different types of occupations ● Discuss responsibilities for specific jobs ● Review affirmative and negative statements in present simple **Lesson 2: Work Schedules** ● Practice reading and interpreting work schedules

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. NJSLSA.SL.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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● Form yes or no questions in present simple ● Construe "wh-" questions using present simple ● Reorganize words to make interrogatives **Lesson 3: Gathering Job Information** ● Develop "who" questions in simple present ● Write dialogues pertaining to a specific job ● Analyze "The Sunrise Hotel" visual **Lesson 4: Applying for Jobs** ● Read and interpret informational texts, "A Pet-Friendly Hotel" and "My Job" ● Explore job postings and requirements ● Apply for a job sharing personal information and experience **Instructional Strategies:** **Listening:** ● Listen to audios and complete the questions ● Engage in various interviews and phone conversations **Speaking:** ● Role-play being an employee or applying for a job ● Record describing work schedule ● Practice saying new words and structures **Reading:** ● Interpret paragraphs about someone's job ● Read mentor text "A Pet Friendly Hotel" **Writing:** ● Write affirmative and negative statements in present simple ● Construct sentences describing visual such as "The Sunrise Hotel"
Differentiation	**Assessments**
Interdisciplinary Connections	**Formative Assessments:**

- Students will be discussing job functions and responsibilities (Life Skills).
- Students will be role-playing an interview (Public Speaking, Life Skills).

Technology Integration

- Students will be recording and presenting a speaking prompt (GoFormative, FlipGrid).
- Students will use websites to look up job posting and requirements (LinkedIn, Indeed).
- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting videos regarding jobs.

Global Perspectives

- Students will learn about jobs around the world.
- Students will be comparing and contrasting job responsibilities from native country and the U.S.

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

- **Journal Writing Prompts:**
  - What day is today?
  - What is the weather like?
  - What do you see in the picture?
  - What is your dream job?
  - What do [occupation] do?

- **Word and Sentence Work:**
  - Grammar activities
  - Vocabulary Games (Quizlet, Blooket, Gimkit, Quizizz)

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
  - Utilize simple present to describe work and work schedules
  - Identify vocabulary regarding occupations and job posting
  - Form questions "wh-" questions regarding the workforce
- **Interview Role-Play**
  - Use occupation vocabulary in context
  - Ask and answer questions pertaining to job posting, requirements, and experience
- **Speaking Prompt**
  - Orally construct statements pertaining to the visual, "The Sunrise Hotel"

Models & Figures		

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

Recommended Texts to Support Unit:

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

Unit 7: Introduction to Healthy Habits

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

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

- Giving and receiving advice relating to health, medicine, and medical appointments
- Understanding medical labels specifying quantity and frequency
- Discussing the American medical system's accessibility and customs
- Completing patient information forms and making medical appointments
- Communicating and comprehending the imperative form regarding urgent medical needs and critical patient instructions
- Expressing and grasping essential medical instructions involving modal verbs

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is important to know about health? • Who gives us proper medical advice? • What is the American medical system like? • Where can we get our medicine from? • Why is it important to understand medical procedures, labels, and instructions? • When do we ask for advice? • How do we complete a medical form? • How do we make appointments? • How do we communicate commands and instructions?	• Knowing about healthy habits such as eating, sleeping, and exercising is important for a better lifestyle. • Doctors and medical employees give medical advice we should follow. • The American medical system consists of public and private institutions whose costs are influenced by insurance and status. • We can get our medicine from medical professionals and pharmacies. • Understanding medical procedures, labels, and instructions can ensure proper health care. • We ask for advice when we are not feeling well, so it is important to know how to communicate our condition to medical professionals. • Comprehending the essential information requested on medical forms is necessary to complete them. • Forming and answering questions regarding medical needs help us make medical appointments. • Using the imperative form and modal verbs we can communicate commands and instructions.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. NJSLSA.SL.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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems	**Instructional Focus:** **Lesson 1: Medical Vocabulary** Students will… ● Acquire words relating to parts of the body, health problems, and remedies ● Use verbs relating to medical ailments in the simple present ● Communicate what people have ● Have conversations about why people are not at work **Lesson 2: Medical Advice** ● Construct imperative statements to give medical advice ● Develop statements with the modal, must, to offer medical advice ● Interpret prescription labels and medical instructions **Lesson 3: Gathering Medical Information** ● Explain a visual, "In the Waiting Room," relating to medical issues ● Analyze a medical fact sheet ● Give medical advice utilizing information provided on a fact sheet ● Read "My Lifestyle" and summarize key points **Lesson 4: Completing Medical Forms** ● Write about lifestyle in the correct English structure ● Role-play a visit to a medical institution ● Complete a medical form providing personal information **Instructional Strategies:** **Listening:** ● Listen to audios regarding medical issues and actions and complete a comprehension exercise ● Engage in various conversations regarding medical information **Speaking:** ● Role-play a visit with the doctor ● Record giving medical advice using the imperative ● Rehearse new vocabulary and grammar structures

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

Reading:

- Interpret medical instructions, factsheets, and patient forms
- Read mentor texts, "Getting a Good Night's Sleep" and "My Lifestyle"

Writing:

- Write affirmative and negative simple present statements with the verb "hurt"
- Construct imperative statements to give medical instructions and advice
- Use modals to describe what people must do
- Complete a patient information form

Differentiation	Assessments

Interdisciplinary Connections

- Students will communicate about medical needs and share medical advice (Health, Nutrition, Anatomy, Biology).
- Students will role-play having a medical conversation in front of class (Public Speaking).

Technology Integration

- Students will be recording and presenting a speaking prompt (GoFormative, FlipGrid).
- Students will use websites to look up medical remedies and advice for ailments (Google, WebMD).
- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting medical prescription labels, factsheets, and audios.

Global Perspectives

- Students will discuss the American medical system.
- Students will share about different home remedies from their native countries.

Supports for English Language Learners

Formative Assessments:

- **Journal Writing Prompts:**
  - What day is today?
  - What is the weather like?
  - What do you see in the picture?
  - How do you feel?/How does he/she feel?
  - What advice can you give her/him/them?
- **Word and Sentence Work:**
  - Grammar activities
  - Vocabulary Games (Quizlet, Blooket, Gimkit, Quizizz)

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
  - Identify body parts, health problems, and remedies
  - Utilize simple present to describe medical ailments
  - Construct imperative statements to provide medical advice
  - Form statements with modal verb "must"
- **Medical Office Role-Play**
  - Use medical vocabulary in context
  - Ask and answer questions pertaining to medical needs and instructions
- **Speaking Prompt**
  - Orally construct statements pertaining to

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

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

the visual, “In the Waiting Room”

	mapping	

Recommended Texts to Support Unit:

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

Unit 8: Introduction to Time Management

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

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

- Exploring proper time-management skills
- Communicating in the future tense while discussing plans occurring during the week
- Researching and summarizing information about resources in local community
- Expressing actions which will occur in the future

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What do we do in our free-time? • What are important time-management skills? • Why is it important to manage our time properly? • How do we communicate our plans for the week? • What are community resources? • How do we do research information about our local community? • How do we summarize information?	• Chores, hobbies, and leisure activities are what we do in our free-time (e.g. cleaning, fishing, sleeping, etc.). • Goal-setting, scheduling, and prioritizing are important time-management skills. • Managing our time is important for us to be healthy and productive members of a community. • Using the future tense will help us communicate our plans for the week. • Community resources are local places that provide services and events for residents (e.g. libraries, parks, recreation centers, etc.). • We use the local websites to research information about resources in our area. • Identifying the key points of any type of media (e.g. audio, text, calendar, etc.) will help us summarize information.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English	**Instructional Focus:** **Lesson 1: Free-Time** Students will… • Identify different activities such as chores, hobbies, celebrations, etc. • Use future tense to describe weekly schedule

capitalization, punctuation, and spelling when writing.

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

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

NJSLSA.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJSLSA.SL.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.

Career-Ready Practices

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

- Form questions with the future tense to request information about plans

Lesson 2: Traveling

- Analyze the visual, "A Trip to the Beach"
- Utilize future tense to describe visual
- Read a place profile, "The Metropolitan Museum of Art"
- Complete sentences relating to mentor text

Lesson 3: Planning

- Create and present a schedule for the week
- Read "My Weekend Plans" and answer comprehension questions
- Reorganize words to make complete sentences in the future tense

Lesson 4: Community Resources

- Interpret a community calendar (e.g. extra-curricular activities, YMCA, etc.)
- Engage in conversations about plans
- Research and summarize the community resources in Summit

Instructional Strategies:

Listening:

- Listen to audios regarding weekend plans
- Engage in various conversations about community resources

Speaking:

- Record a conversation regarding future plans
- Orally review new vocabulary and grammar structures

Reading:

- Interpret a community calendar
- Read mentor texts, "The Metropolitan Museum of Art" and "My Weekend Plans"

Writing:

- Write affirmative and negative statements in the future present
- Construct interrogatives to discuss weekly schedule
- Complete a presentation about community resources

Differentiation

Interdisciplinary Connections

- Students will research community resources (Civics).
- Students will present dialogues and project to class. (Public Speaking).

Technology Integration

- Students will be recording and presenting a speaking prompt (GoFormative, FlipGrid).
- Students will use websites to look up local resources (TheSay.org, Summit.k12.nj.us, SummitLibrary.org).
- Students will practice vocabulary online (Quizlet, Blooket, Gimkit, Quizizz).

Media Literacy Integration

- Students will be interpreting visuals, place profiles, calendars, and online resources.

Global Perspectives

- Students will discuss the celebrations around the world.
- Students will learn about various resources in the community and compare them to native country.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software

Assessments

Formative Assessments:

- **Journal Writing Prompts:**
  - What day is today?
  - What is the weather like?
  - What do you see in the picture?
  - What are you doing next week?
  - What do you want to do in the future?
  - What are you going to do tomorrow?

- **Word and Sentence Work:**
  - Grammar activities
  - Vocabulary Games (Quizlet, Blooket, Gimkit, Quizizz)
  - Make Your Own Fortune-Teller

Summative Assessments, Projects, and Celebrations:

- **Vocabulary and Grammar Assessment**
  - Use the future tense
  - Identify different types of activities to do
  - Distinguish between present continuous and future tenses
  - Form questions in the future tense
- **Community Resource Project**
  - Research about community resources
  - Summarize main details from local website
  - Present on a specific community resource
- **Speaking Prompt**
  - Create a dialogue regarding weekend plans
  - Orally construct statements pertaining to the visual, "A Trip to the Beach"

		support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

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

Recommended Texts to Support Unit:

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