Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: Conversational English

Overview:

Conversational English for MLs 1 is designed for newly arriving students with no prior exposure to English instruction or very limited English language skills. The goals of this course are to develop an understanding of English language structure as well as create a grammatical foundation necessary for academic and social success.

Each unit covers and expands on essential concepts and vocabulary needed to interact in intercultural situations while building communication abilities in all domains: listening, speaking, reading, and writing.

In addition, the course provides an introductory unit which focuses on school "survival" skills, to help students become acclimated to their new school and English setting. Each additional unit will incorporate aspects of knowledge of U.S. culture and the school system to aid newcomers in adapting to a new environment. Conversational English for MLs corresponds to ACCESS levels 1.0 - 2.0. Student work will conform to WIDA Language Development Standards.

Unit 1: Introduction to High School

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

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

- Students will be able to navigate the high school, identifying key areas such as classrooms, cafeteria, library, and administrative offices.
- Students will practice effective communication skills for interacting with teachers and classmates.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are the key areas of a high school (e.g., classrooms, cafeteria, library, office)? ● How do I find my way around a high school campus? ● Who are the important people in the high school, and how can they help me? ● What study skills and strategies can help me succeed in my classes?	● Students will understand how to locate and navigate important areas of the school campus in order to have a smooth transition into SHS and the current school year. ● Students will recognize the roles of key personnel and how to seek assistance from them. ● Students will develop study strategies and know how to seek academic support when needed.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas	**Instructional Focus:** **Lesson 1:** -Students will tour the school and use a map to locate important places throughout the school. -Students will practice asking for and giving directions within the school. **Lesson 2:** -Students will learn key vocabulary related to school locations and personnel. -Students will begin to identify and use essential school phrases and questions in English **Lesson 3:** -Students will understand school culture -Students will begin to understand school expectations

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and one or multiple point(s) of view

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP6: Demonstrate creativity and innovation.
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 4:
-Students will identify the roles of various school staff members.
-Students will discuss various situations for interactions with each staff member
- Practice entering school when late (ringing buzzer and speaking to security guard, etc.)

Instructional Strategies:

Listening:
-Listen and understand teachers and classmates
-Follow classroom directions and commands
-Develop listening skills in English

Speaking:
-Discussions with classmates and school personnel
-Interview others
-Summarize/repeat
-Introducing oneself to important people in the school

Reading:
-Simple sentences
-Develop phonics skills
-Introduce paragraph structure
-Sight words development
-Matching vocabulary with corresponding picture

Writing:
-Begin daily journal writing
-Write simple sentences about school
-Labeling pictures with words from word bank

Differentiation	Assessments

Interdisciplinary Connections
- Use of technology
- Map skills

Technology Integration
- Google Suite components
- Formative
- Flipgrid

Media Literacy Integration
- Use maps of high school layout

Formative Assessments:
- Journal Entries
- Vocabulary quizzes
- Grammar quizzes
- Interviews with classmates and teachers

Summative Assessments, Projects, and Celebrations:
- Create a map of SHS depicting personal schedule
- Unit Assessment
    - Survival Phrases
    - Important People

- Videos to develop English vocabulary

Global Perspectives

- Students will learn about a new school culture and environment

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	Increase	Individualized

- Important locations
- Beginning sight words

provided via computer or electronic device	opportunities to engage in active academic responding	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:

Familiarize students with the following book to prepare for future units:

- English in Action 1-Student Book
- English and Action 1-Workbook

Unit 2: Introduction to Technology	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will become familiar with necessary technology components ● Students will be able to navigate online platforms necessary to succeed in high school courses ● Students will learn and use essential vocabulary related to technology in the high school	
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 navigate and utilize the main online platforms and tools used in our school? ● How do we use these technology platforms responsibly? ● What strategies can we use to share ideas in a digital environment?	● Students will understand that proficiency in navigating and utilizing online platforms and tools is crucial for academic success. ● Students will understand that responsible use of technology platforms involves practicing digital citizenship, which includes respecting the privacy and rights of others, protecting personal information, and engaging in ethical online behavior. ● Students will understand that effective communication and collaboration in a digital

	environment requires clear, respectful, and constructive interaction.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback ● Refine claims and reasoning based on new information or evidence ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience Establish an objective or neutral stance ● Develop coherence and cohesion throughout text ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Narrate.Expressive Construct language arts narratives that ● Orient audience to context and one or multiple point(s) of view **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP4**: Communicate clearly and effectively and with reason. **CRP6**: Demonstrate creativity and innovation. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.	**Instructional Focus:** **Lesson 1:** **-**Students will be introduced to key vocabulary related to technology in high school. **Lesson 2:** **-**Students will identify and describe common technological devices and their functions. **Lesson 3:** **-**Students will navigate and utilize the most common online platforms and tools used in their school. ● Google Suite ● Flipgrid ● Formative ● Canva ● SHS library info ● Genesis **Lesson 4:** **-**Students will engage in collaborative projects using online tools. ***Continue to practice and review unit 1 skills frequently** **Instructional Strategies:** **Listening:** -Listen and understand teachers and classmates when using technology -Follow classroom directions and commands when using specific online platforms -Develop listening skills in English -Listen to details about technology usage **Speaking:** -Use new vocabulary in sentences during group discussions and final presentation.

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.

-Practice asking and answering questions using new vocabulary and technology

Reading:
-Reading emails from teacher or classmates
-Reading Google Slides during final presentation

Writing:
-Practice writing and responding to emails to and from teacher or classmates
-Daily journal writing

Differentiation

Interdisciplinary Connections
- Use of technology
- Map skills

Technology Integration
- Google Suite components
- Formative
- Flipgrid

Media Literacy Integration
- Use maps of high school layout
- Videos to develop English vocabulary

Global Perspectives
- Students will learn about a new school culture and environment
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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 &	Graphs	Using cooperative group

Assessments

Formative Assessments:
- Journal Entries
- Vocabulary quizzes
- Grammar quizzes
- Discussions with classmates
- Technology usage and ease using teacher checklist and meeting

Summative Assessments, Projects, and Celebrations:
- Create Google Slides
- Record on Flipgrid
- Unit Assessment
    - Demonstrate usage of technology components

Important technology components, platforms, and vocabulary
*email
*Chromebook
*Screenshot
*videos
*Uploading/Downloading
*Google Slides
*Google Docs
*Sending/attaching videos
*Sharing documents
*Formative
*Genesis

drawings		
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 1-Student Book
- English and Action 1-Workbook

Unit 3: Getting to Know You

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

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

- Teaching students how to share essential details about themselves, such as name, age, nationality, and occupation.
- Exploring students' cultural backgrounds, traditions, and customs to foster understanding and appreciation of diversity.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are the most important pieces of information to share when introducing yourself? ● How can you effectively introduce yourself using personal information? ● What vocabulary and phrases can you use to talk about yourself?	● Effective introductions involve sharing key personal information such as your name, background, interests, and relevant details. ● Effectively introducing yourself involves presenting personal information in a clear, concise, and appropriate manner, using the verb *Be.* ● Communicate effectively using, *My, Your, His, Her, Their, Our, Nice to meet you, How are you?*
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback ● Refine claims and reasoning based on new information or evidence ELD-LA.9-12.Inform.Interpretive	**Instructional Focus:** **Lesson 1: Introductions** -Students will develop ability to introduce themselves to someone else. ● use phrases and sentences. Example: Hello, nice to meet you. My first name is ___. My last name is___. I am from _____. **Lesson 2:** -Students will be able to introduce a classmate by name and tell where they are from. ● use pronouns his, her, their, your ● introduced to verb *be* **Lesson 3:**

Interpret informational texts in language arts by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and one or multiple point(s) of view

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP6: Demonstrate creativity and innovation.
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.

-Students will be able to correctly identify, conjugate, and use the verb "*BE*" (am, is, are) to describe themselves and others in various contexts.

- Conjugate "*BE"* -am, is, are
- Answer questions. For example:
    - What's your name?
    - Where are you from?
    - What are their names?
    - Where is he from?

Lesson 4:
-Students will develop English writing skills by writing paragraph introducing themselves. Students will use skills from previous lessons to write a complete paragraph with complete sentences, in English.

- Revisit Flipgrid from Unit 2 and Record paragraphs

Lesson 5:
-Students will develop beginning reading skills by reading "*English Around the World" paragraph. (individually or as group)*
Or, students read personal paragraphs and classmates' paragraphs.

Instructional Strategies:

Listening:
-Listen and understand teachers and classmates when introducing themselves or others
-Continue to follow classroom directions and commands
-Continue to develop listening skills in English

Speaking:
-Introductions
-Discussions with classmates about personal details
-Interview others
-Summarize/repeat

Reading:
-Simple sentences
-Paragraph reading "Around the World" and personal paragraphs
-Develop phonics skills
-Sight word development
-Matching vocabulary with corresponding picture to practice, ex., "His name is____." "They are from ____."

Writing:
-Daily journal writing
-Write simple sentences about oneself
-Labeling pictures with words from word bank about classmates or self.
-Write paragraph describing themselves

Differentiation

Interdisciplinary Connections

- Public speaking/presentation skills
- Design skills

Technology Integration

- Google Suite components
- Formative
- Flipgrid

Media Literacy Integration

- Analyze and use online platforms
- Videos to develop English vocabulary

Global Perspectives

- Become acquainted with American/SHS websites and technology in English

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

Assessments

Formative Assessments:

- Journal Entries
- Vocabulary quizzes
- Grammar quizzes
- Discussions with classmates describing personal details
- Technology usage-Flipgrid, Google Slides
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Summative Assessments, Projects, and Celebrations:

- Create license or school i.d. with photo, name, address, etc.
- Record personal paragraph on Flipgrid
- Unit Assessment
    - Demonstrate usage of verb "BE"
    - Use given pronouns correctly

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 1-Student Book
- English and Action 1-Workbook

Unit 4: Introduction to the Classroom

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

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

- Understanding and using vocabulary related to classroom objects (e.g., desk, chair, whiteboard) and areas (e.g., front, back, corner) to navigate and describe the classroom environment.
- Developing language skills to interact with teachers and classmates, including asking and answering questions.

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 name and describe the common objects and areas in a classroom, in English? • What are some typical classroom activities and instructions, and how can you understand and follow them? • What phrases and expressions are useful when describing the classroom and items within the classroom?	• Recognizing and accurately naming common classroom objects and areas, in English, allows students to effectively navigate their learning environment, participate in classroom activities, and communicate needs clearly in all classroom settings. • Being familiar with typical classroom activities and instructions, and understanding how to follow them, enables students to engage effectively in learning processes, participate actively in class, and meet academic expectations. • Mastering specific phrases and expressions for describing the classroom and its items allows students' to communicate clearly about their learning environment and facilitates effective interactions with classmates and teachers.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways	**Instructional Focus:** **Lesson 1:** Students will be introduced to key classroom vocabulary words to identify items in the classroom, on their desks, and in their backpacks. • Sample vocabulary: desk, chair, whiteboard, notebook, and pencil

ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and one or multiple point(s) of view

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP6: Demonstrate creativity and innovation.
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.

- Introduce students to "singular noun" and "plural nouns"

Lesson 2:
-Students will be able to identify and use key classroom vocabulary words when labeling pictures and writing short sentences to accurately describe and discuss their classroom environment.

Lesson 3:
-Students will be able to use the phrases, "This is," "There is," "These are," and "There are" to accurately describe and identify classroom objects and their locations in sentences (oral and written.)

Lesson 4:
-Students will read passage related to classroom materials, "What's in the Classroom" to develop beginning reading comprehension skills, in English.

Lesson 5:
-Students will write a brief paragraph about classroom items in their locker, backpack, or classroom.
- Students will draw and label items in locker or backpack to accompany paragraph
- Students will share completed project with the class

Instructional Strategies:

Listening:
-Listen and understand teachers and classmates when introducing and identifying classroom items
-Continue to follow classroom directions and commands
-Continue to develop listening skills in English

Speaking:
-Describe items in classroom, backpack, and locker
-Discussions with classmates about classroom items
-Discuss and show items with others using there is, there are, etc.
-Summarize/repeat

Reading:
-Simple sentences

	-Paragraph reading "What's in the Classroom" and paragraphs about school items -Develop phonics skills -Sight word development -Match vocabulary with corresponding picture to practice classroom items and corresponding name **Writing:** -Daily journal writing -Write simple sentences to create paragraph about classroom and personal items -Label pictures with words to describe classroom items

Differentiation

Interdisciplinary Connections

- Use of technology
- Public speaking/presentation skills
- Design skill development

Technology Integration

- Google Suite components
- Formative
- Flipgrid

Media Literacy Integration

- Websites or catalogs containing school materials
- Videos to develop English classroom material vocabulary

Global Perspectives

- Students will compare classroom and classroom items to native school experiences

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 Entries
- Vocabulary quizzes
- Grammar quizzes
- Discussions with classmates about personal items and classroom items
- Technology usage-google slides

Summative Assessments, Projects, and Celebrations:

- Create locker or backpack with school supplies
- Record paragraph about supplies on Flipgrid
- Unit Assessment
    - Demonstrate usage of phrases "there is, there are, this is, these are."
    - Demonstrate knowledge of classroom vocabulary

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 1-Student Book
- English and Action 1-Workbook

Unit 5: Introduction to the Family

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

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

- Learning how to describe family members' physical appearances, personalities, and roles within the family using appropriate adjectives and expressions.
- Understanding and using vocabulary related to family members and relationships, such as mother, father, siblings, and extended family, to describe family structures and dynamics.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Who are the members of your family, and how do you describe their roles and relationships? ● What vocabulary and phrases can you use to describe the physical appearance and personalities of your family members? ● How can you create a family tree and write a descriptive paragraph about your family, using appropriate vocabulary and grammar?	● Being able to identify and describe family members and their relationships helps students build meaningful connections and share personal stories. ● Using appropriate vocabulary and descriptive phrases to talk about the appearances and personalities of family members enhances students' ability to effectively communicate and share detailed and accurate descriptions. ● Creating a family tree and writing a descriptive paragraph about your family, using appropriate vocabulary and grammar helps students understand and visually organize family relationships, while also enhancing their ability to communicate detailed narratives about their family.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors	**Instructional Focus:** **Lesson 1:** -Students will be able to identify, understand, and use key vocabulary related to family members, relationships, and roles.

that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and one or multiple point(s) of view

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP6: Demonstrate creativity and innovation.
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:
-Students will be able to use adjectives and phrases to accurately describe people's physical appearances.
- include hair, size, and age.
- answer questions with "how old"

Lesson 3:
-Students will develop beginning reading and comprehension skills in English, by reading about different families.
- Discuss similarities and differences between families and individuals
- Compare to own family

Lesson 4:
-Students will develop ability to orally describe and write about their families and/or the families of others.
- Students will answer questions with "how old"

Instructional Strategies:

Listening:
-Listen and understand teachers and classmates when describing themselves or others
-Continue to follow classroom directions and commands
-Continue to develop listening skills in English

Speaking:
-Describe themselves and family members
-Discussions with classmates about physical traits
-Comparing people, family members, classmates
-Summarize/repeat

Reading:
-Simple sentences and paragraphs
-Read "*Three Families"* and demonstrate comprehension
-Continue to develop phonics skills
-Continued sight word development
-Matching vocabulary with corresponding picture to describe physical traits

Writing:
-Daily journal writing
-Write simple simple sentences about oneself, family members, classmates

	-Labeling pictures with words from word bank about family members, classmates or self. -Write paragraph describing family members (actual family or famous family)

Differentiation

Interdisciplinary Connections

- Use of technology
- Presentation and public speaking skills
- Design skills when creating family tree

Technology Integration

- Google Suite components
- Formative
- Flipgrid
- Online Worksheets of famous family trees

Media Literacy Integration

- Interpret various family trees
- Videos to develop English vocabulary

Global Perspectives

- Describe differences between families around the world

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

Assessments

Formative Assessments:

- Journal Entries
- Vocabulary quizzes
- Grammar quizzes
- Discussions with classmates about family member physical characteristics
- Identifying relationships between family members
- Technology usage-online family trees
- Presentation-describing people

Summative Assessments, Projects, and Celebrations:

- Create family tree with unit vocabulary and relationship label
- Record on Flipgrid-describe family tree and relationships.
- Create Google Slides with photos and physical characteristics for each person
- Unit Assessment
    - Demonstrate ability to describe physical characteristics
    - Use given vocabulary correctly

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 1-Student Book
- English and Action 1-Workbook

Unit 6: Introduction to the Home

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

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

- Students will learn and use vocabulary for different rooms and areas of a home, including the kitchen, bathroom, bedroom, and living room, along with identifying common appliances and pieces of furniture for each room.
- Students will use adjectives to describe different types of homes, along with prepositions of place to describe the location of objects within a home, such as on, in, under, and next to.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What vocabulary is essential for describing different parts of a home, and how can these words be used in everyday conversation? ● How can we use descriptive language to communicate the characteristics and layout of a home? ● In what ways do cultural differences influence the design, decoration, and use of homes around the world?	● Understanding and using specific vocabulary related to the parts of a home is important for effective communication. This vocabulary enables students to describe their living environments, as well as participate in discussions about household routines and activities. ● Using descriptive language helps students clearly talk about what a home looks like and how it's set up. It allows students to share details about the size, style, and where things are located. ● Understanding cultural influences helps students appreciate the variety in how people live and use their homes, which is important for understanding and respecting different cultures.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs	**Instructional Focus:** **Lesson 1:** -Students will be introduced to vocabulary for common rooms, appliances, and furniture in a home. ● Use simple sentences to describe the function and location of these rooms and items. **Lesson 2:** -Students will be able to use prepositions of location (such as, "in," "on," "under," "next to," "between," "above," and "below") to accurately describe the position of objects and furniture within a home. ● Review and use “Be” in simple sentences with prepositions

● Refine claims and reasoning based on new information or evidence ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience Establish an objective or neutral stance ● Develop coherence and cohesion throughout text ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Narrate.Expressive Construct language arts narratives that ● Orient audience to context and one or multiple point(s) of view **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP4**: Communicate clearly and effectively and with reason. **CRP6**: Demonstrate creativity and innovation. **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 3:** Students will be able to answer "Where" questions using the verb "Be" to describe location of items within the home. ● Ex: Where is the sofa? The sofa is in the living room. ● Responses will be oral and written **Lesson 4:** -Students will design and describe their own home or apartment. ● Use appropriate vocabulary and labels for rooms, furniture, and appliances. ● Present floor plans using correct vocabulary and prepositions of items within the home **Instructional Strategies:** **Listening:** -Listen and understand new vocabulary for rooms and items within the home -Continue to follow classroom directions and commands -Continue to develop listening skills in English **Speaking:** -Presenting individual floor plans-describing rooms and items within using prepositions -Discussions with classmates about rooms and items in the home -Summarize/repeat **Reading:** -Simple sentences -Paragraph reading “Life on the Road” and demonstrating comprehension -Develop phonics skills -Sight word development -Matching vocabulary with corresponding picture to describe location, ex., “Where is____.” “It is ____.” **Writing:** -Daily journal writing -Write simple simple sentences about home or floor plan -Labeling pictures with words from word bank about rooms, furniture, and appliances.

-Paragraph writing

Differentiation

Interdisciplinary Connections

- Architecture and design skills
- Floor plan development

Technology Integration

- Google Suite components
- Formative
- Flipgrid
- icograms.com

Media Literacy Integration

- Use floor plan layouts to describe parts of dwellings
- Videos to develop English vocabulary of homes

Global Perspectives

- Students will compare and contrast American houses and apartments to dwellings around the world.

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

Assessments

Formative Assessments:

- Journal Entries
- Vocabulary quizzes
- Grammar quizzes
- Discussions with classmates about homes
- Describe items in home and location

Summative Assessments, Projects, and Celebrations:

- Presentation of floor plan and items within
- Write about personal items within their home
- Unit Assessment
    - Demonstrate usage of verb "Be" when answering questions about items within the home
    - Accurately identify rooms and items within the home
    - Use prepositions correctly

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 1-Student Book
- English and Action 1-Workbook

Unit 7: Introduction to Actions

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

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

- Students will learn to create sentences using the present continuous tense to describe what is happening.
- Students will develop the ability to respond to questions about ongoing actions with complete sentences, affirmative and negative

- Students will improve their ability to listen to and comprehend spoken English by recognizing the use of the present continuous tense in conversations, media, and other audio resources.

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 use the present continuous tense to describe actions happening right now? ● How do different cultures engage in various activities, and how can we describe these in English? ● How does using the present continuous tense help us communicate more clearly and accurately about what is happening around us?	● The present continuous tense is used to describe actions that are currently happening. Students can effectively communicate what someone is doing at the moment and accurately express ongoing activities during conversations. ● Different cultures engage in a variety of activities, each with unique customs and traditions. Understanding and describing these activities in English helps us appreciate cultural diversity. ● Using the present continuous tense helps us communicate clearly and accurately about actions and events that are happening at the moment. This understanding is essential for engaging in real-time communication and describing the immediate situation.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence	**Instructional Focus:** **Lesson 1:** -Students will be introduced to present continuous form to describe what is happening right now ● Use -ing ● Review and use "Be" **Lesson 2:** -Students will continue to use the present continuous tense to describe actions happening right now as well as actions that are not happening now. ● Affirmative and negative statements ● Practice sentence structure with "not"

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and one or multiple point(s) of view

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP6: Demonstrate creativity and innovation.
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 3:
-Students will ask and answer questions about what people are doing at the moment.
- Written and oral responses, using present continuous

Lesson 4:
-Students will compose an email describing what is currently happening
- Review proper/professional email format

Instructional Strategies:

Listening:
-Listen and understand teachers and classmates when practicing and using present continuous form
-Continue to follow classroom directions and commands
-Continue to develop listening skills in English

Speaking:
-Simple sentences using present continuous
-Continued review and usage of "Be"
-Discussions with classmates using present continuous and "Be"-affirmative and negative sentences
-Summarize/repeat

Reading:
-Simple sentences
-Paragraph reading "Everybody's Talking" and demonstrate comprehension
-Continued development of phonics skills
-Continued sight word development
-Matching vocabulary with corresponding picture to practice using present continuous (affirmative and negative)

Writing:
-Daily journal writing
-Write simple sentences using present continuous
-Labeling pictures with words from word bank about actions.
-Write email (paragraph) describing what people are doing at the moment

Differentiation	**Assessments**

Interdisciplinary Connections

- Life skills-scheduling day and week events
- Write, send, and respond to emails

Technology Integration

- Google Suite components
- Formative
- WeVideo-captioning oral or written

Media Literacy Integration

- Google Slides with photos
- Videos to develop English vocabulary describing actions

Global Perspectives

- Distinguishing between daily life in US and life in 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 support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Formative Assessments:

- Journal Entries
- Vocabulary quizzes
- Grammar quizzes
- Discussions with classmates about personal details using "Be" and present continuous
- Technology usage-email
- Asking and answering questions using "Be" and present continuous

Summative Assessments, Projects, and Celebrations:

- Create email describing what is happening right now
- Presentation describing daily schedule
- Unit Assessment
    - Demonstrate usage of verb "BE"
    - Use present continuous form correctly-both affirmative and negative responses

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 1-Student Book
- English and Action 1-Workbook

Unit 8: Introduction to the City and Downtown

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

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

- Learn the essential vocabulary and phrases related to city life, including places, buildings, transportation, and common activities.
- Understand how to give and follow directions, read maps, and use public transportation in an urban environment.

Essential Questions	**Enduring Understandings**
What provocative questions will foster inquiry, understanding, and	*What will students understand about the big ideas?*

transfer of learning?	
• What vocabulary is essential for describing different places and activities in a city and downtown area? • How can we give and understand directions to navigate a city effectively? • What are the cultural and social aspects of city life in the U.S., and how do they compare to the same aspects in native country?	• Knowing the essential vocabulary for describing different places and activities in a city and downtown area is crucial for effective communication and navigation in U.S. cities and towns. • Being able to give and understand directions is essential for effective navigation in a city. Clear and accurate communication of directions enhances one's ability to explore new places, and access services. • Understanding the cultural and social aspects of city life in the U.S. and comparing them to those in one's native country fosters greater cultural awareness and adaptability.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Compare changing variables, factors, and circumstances ● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Evaluate changes in thinking, identifying trade-offs ● Refine claims and reasoning based on new information or evidence ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience	**Instructional Focus:** **Lesson 1:** -Students will be introduced to relevant vocabulary to describe the city and downtown areas **Lesson 2:** -Students will begin to read and interpret city and downtown maps and identify locations. • Review lesson 1 vocabulary **Lesson 3:** -Students will give and follow directions accurately using appropriate vocabulary and phrases related to navigation and directions in English. • Review right, left, turn right, turn left, etc. **Lesson 4:** -Students will ask and answer questions about the city and downtown areas. • Use prepositions to describe locations • Use adjectives to describe locations within the city and downtown **Lesson 5:**

Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and one or multiple point(s) of view

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP6: Demonstrate creativity and innovation.
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.

-Students will create a map of city or downtown area and use to ask and answer questions with classmates
- Include labels
- Street names
- Locations

Instructional Strategies:

Listening:
-Listen and understand teachers and classmates when identifying important city and downtown vocabulary
-Listen and understand teachers and classmates when giving directions
-Continue to follow classroom directions and commands
-Continue to develop listening skills in English

Speaking:
-Giving and following directions
-Discussions with classmates about cities, downtowns, maps, etc.
-Conversations with others
-Summarize/repeat

Reading:
-Simple sentences
-Paragraph reading about various cities: Chicago, Seattle, New York City, etc.
-Continued development of phonics skills
-Continue to develop sight word development
-Matching vocabulary with corresponding picture to practice city and downtown vocabulary

Writing:
-Daily journal writing
-Write simple simple sentences about the city or downtown Summit
-Labeling pictures with words from word bank about cities, downtown, Summit, etc.
-Write paragraph describing a city from native country

Differentiation	Assessments
Interdisciplinary Connections ● Weather and meteorology ● Map skills ● Public speaking and presentational skills	**Formative Assessments:** ● Journal Entries ● Vocabulary quizzes ● Grammar quizzes

Technology Integration

- Google Suite components
- Formative
- Flipgrid
- icograms.com

Media Literacy Integration

- Use city layouts to describe parts of cities
- Videos to develop English vocabulary about cities

Global Perspectives

- Discuss and compare cities around the world, including native cities and Summit.

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**

- Discussions with classmates about cities in native countries
- Technology usage-Flipgrid

Summative Assessments, Projects, and Celebrations:

- Personal map of city or downtown area
- Google Slides comparing US city to city in native country
- Unit Assessment
    - City and downtown vocabulary
    - Use prepositions correctly
    - Use adjectives correctly
    - Map skills

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 1-Student Book
- English and Action 1-Workbook