ESL II- Unit 1

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on food, preparing food, eating healthy food, living an active healthy lifestyle, food scientists who changed the world and following one's passions (Leonardo da Vinci). The unit comprises two chapters, "Let's Eat" and "Healthy Living". In this unit, students will be able to follow oral instructions in English, write over an extended period of time, analyze data and compare their experience to that data from the U.S, use single words. phrases and full sentences and use the conventions and mechanics in English reading and writing . The sub-emphasis that must be established in reading and writing is the listening and communication skills required of an L2 learner. This 9-week plan is to introduce and review target vocabulary in nouns, verbs, adjectives and prepositions and academic vocabulary. Students will practice these skills in writing and orally. Students will also be introduced to some figurative and idiomatic language while reading graphic stories, informational texts, descriptive fiction and biography.

NJSLS ELA

LA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

LA.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.9-10.2.C Spell correctly.

LA.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LA.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.L.5. Demonstrate understanding of word relationships and nuances in word meanings.

LA.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone

appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]"). B. Apply grades 9–10 Reading standards to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

LA.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

LA. RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

LA.RL.9-10 Reading Literature LA.RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend

literature, including stories, dramas, and poems, at grade level or above.

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

LA.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

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

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

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• there can be uncertainty in texts • cited evidence must be strong, thorough and relevant • cite strong and thorough textual evidence • make relevant connections to support analysis
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	• every text has a central idea and related theme • to determine a theme or central idea of a text • to provide an objective summary of the text
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	• the figurative and connotative meanings of words and phrases are determined by how they are used in the text • determine the figurative and connotative meaning of words and phrases as they are used in the text

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matter uncertain.	• accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially • identify and cite areas where the text leaves matters uncertain • support analysis of what the text says explicitly as well as inferentially • analyze a text, particularly in areas where matters are left uncertain
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	• determine a central idea of a text • provide an objective summary of the text
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	• words and phrases can have figurative, connotative, and technical meanings
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	• different mediums can present different perspectives on a given topic (e.g., a person's life story)
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	• informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• clear and coherent writing is appropriate to task, purpose, and audience • producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	• planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing • addressing what is most significant for a specific purpose and audience strengthens writing

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	• technology can be used to produce, share, and update individual or shared writing projects • use technology to produce, share, and update individual or shared writing products. use technology to link to other information
W 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• the research process is used to answer a question or solve a problem • research process applies to our own questions and/or problems • narrow or broaden the inquiry when appropriate • synthesize multiple sources on the subject to demonstrate understanding of the subject • conduct short and sustained research projects to answer a question or solve a problem • narrow or broaden the inquiry when appropriate
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	• writing occurs over various time frames for a variety of tasks, purposes and audiences • write routinely over extended and shorter time frames • write routinely for a range of tasks, purposes, and audiences
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	• initiate and participate effectively in a range of collaborative discussions with peers • build on others' ideas and express our ideas clearly and persuasively
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	• diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources • evaluate the credibility and accuracy of each source

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• content, organization, development, and style are appropriate to task, purpose, and audience • present information, findings, and supporting evidence clearly, concisely, and logically
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations • strategically use digital media to add interest to presentations
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.	• spell correctly
L.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• determine or clarify the meanings of unknown or multiple-meaning words and phrases • determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies • use context clues to determine or clarify meaning • identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases • consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used • verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	• demonstrate understanding of figurative language, word relationships, and nuances in word meanings • interpret figures of speech in context and analyze their role in the text

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

WIDA Standards

1:	Social and Instructions Language
ELD-SI.4-12. Narrate	Share Ideas about one's own and other's lived experiences and previous learning
ELD-SI.4-12. Narrate	Recount and restate ideas to sustain and move dialogue forward
ELD-SI.4-12. Inform	Define and classify facts and interpretations
ELD-SI.4-12. Inform	Summarize most important aspects of information
ELD-SI.4-12. Explain	Follow and describe cycles and sequences of steps or procedures and their causes and effects
ELD-SI.4-12. Argue	Generate questions about different perspectives
2:	Language for Language Arts
ELD-LA.4-12. Narrate.Interpretive	Identify themes or central ideas that develop over the course of a text
ELD-LA.4-12. Narrate.Interpretive	Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequence, and context)
ELD-LA.4-12. Inform.Interpretive	Identifying and summarizing central ideas
ELD-LA.4-12. Inform.Expressive	Develop coherence and cohesion throughout text
ELD-LA.4-12. Argue.Expressive	Establish and maintain a formal style and objective tone
4:	Language for Science
ELD-SC.4-12. Explain.Expressive	Describe reliable and valid evidence from multiple sources about a phenomenon
ELD-SC.4-12. Explain.Expressive	Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or tradeoffs
ELD-SS.4-12. Argue. Interpretive	Identifying topic and purpose
ELD-SS.4-12. Argue. Interpretive	Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
ELD-SS.4-12. Argue. Expressive	Select relevant information to support precise and knowledgeable claims with evidence from multiple sources.

Rationale, Transfer Goals, and Enduring Understandings

In this unit students are learning about food (types of food, preparation, healthy eating) and living a healthy lifestyle. Students will also analyze data about physical education in the U.S., learn about a food scientist and inventor and an artist. Through the study of informational and fictional texts, videos, audio stories and images, students will learn about food preparation and careers in the food industry, living a healthy lifestyle and important historical figures who changed the world. Students will use the reading, writing, speaking and listening strategies of language to improve their language proficiency.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
- What vocabulary do I use to talk about food in English? - Why is it important to eat healthy? - Why is it important to have a healthy lifestyle? - Why should I use my talents to follow my passions? - How can I stand up to bullying? - Why do we celebrate Hispanic Heritage Month?	- What ELA tier 1-3 vocabulary words will the student need to acquire to do well in school? - Readers determine the main idea, author's purpose and details to support their understanding of fiction and nonfiction texts. - Readers use context clues to determine the meaning of unknown words. - Students use academic language in speaking and writing. - Writers convey their ideas clearly and in an organized way with the help of sentence/paragraph models.	- Listening for understanding - Speaking for communication and presentation - Writing for communication and explanation (following conventions and mechanics) - Reading for comprehension - Understanding the cultural aspects of school and family in the United States

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- Food, health, science, math related vocabulary in English - Recognizing, plot elements - Respond to oral directions - Identify main idea and sequence - Grammar Verbs - Future tense, past progressive, present progressive Nouns - Regular and irregular plurals Adjectives - Opposites Adverbs Prepositions - Prepositions of place Pronouns: Possessive pronouns - Writing (writing single words and sentences and paregraphs using sentence models) - Conducting research online - Oral presentation	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS	L.2 L.2.C L.4 RI.1, 2, 4 RL.1, 2, 4 SL.4, 5, 6	- Reader: "Satisfy Your Sweet Tooth at the Delicious Diner" - Reader: "Preparing for a Party" - Identifying	- Vocabulary: food - Grammar: Verbs: future tense, past progressive, present progressive Nouns: countable and uncountable	- Follow oral directions when creating a food recipe - Respond nonverbally to multi step	- Communicate needs orally - Ask questions to clarify meaning - Asking and	- "Satisfy Your Sweet Tooth at the Delicious Diner" comprehension questions - "Preparing for a Party" comprehensio

	W.4, 5, 6, 10	features of a magazine article - Review features of a graphic story - Connect information from self to text - Review the difference between fact and opinion - Review the concepts of character, setting and plot	nouns Articles: a, an, some Adverbs: describing when Comparatives and superlatives Prepositions: prepositions related to time Pronouns: possessive pronouns - Asking and answering questions with the five Ws - Write a summary using a model - Write a letter to a friend using a model - Write a paragraph using an outline - Prepare sequential steps in starting a business	directions - Asking and answering questions with the five Ws - Using context clues to determine word meaning	answering questions with the five Ws - Describe possession orally - Brainstorm ideas based on a photograph - Identify orally characters, setting and plot of a literary text - Conduct an oral presentation - Prereading activities and prediction - Read text aloud	n questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
1-2 RESOURCES		- Champion of Ideas (Red Level Ch. 9) - Champion of Ideas Writer (Activity 83-88) - Champion of Ideas Dictionary 2	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 83-88) - Vocabulary (Champion	- YouTube (Audio clips) - Comparative and Superlative EdPuzzle - Food EdPuzzle - Life as a		

		- Champion of Ideas digital resources - Champion of Ideas Dictionary Workbook - Champion Audio - Plot Elements Slides - Smartboard, document camera, paper, folders, pens. - Pictures of different food, realia related to parties	dictionary 2)	Line Cook in a Top Restaurant		
3-4 SKILLS	L.2 L.2.C L.4 RI.1, 2, 4 SL.4-5 W.4, 5, 6, 10	- Reader: "My Pyramid Promotes Healthy Eating and Exercise" - "George Washington Carver: Scientist" (People and Stories in American History: A Historical Anthology - Pg. 14-15) - Read short	- Vocabulary: food vocabulary - Grammar: Verbs: Future tense - Take notes on a given topic - Wh questions sentence structure. - Label a diagram	- Listen for a specific purpose - Using context clues to determine word meaning - Locate U.S. regions based on oral descriptions	- Express opinions on current events - Read own writing aloud - Prereading activities and prediction - Read text aloud	- "My Pyramid Promotes Healthy Eating and Exercise" comprehension questions - "George Washington Carver: Scientist" comprehension questions - Chapter 9 Evaluation - Grammar

		passages independently - Connect information from self to text - Anticipate content, purpose and organization. - Identify features of nonfiction articles - Identify features of biographies - Use a dictionary to find new vocabulary	and make generalizations related to the chart data - Write an expository paragraph (Using guide 1)			check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
3-4 RESOURCES		- Champion of Ideas (Red Level Ch. 9) - Champion of Ideas Writer (Activity 89-93) - - Champion of Ideas Dictionary 2 (Pg 4-7) - Champion of Ideas Dictionary	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion of Ideas Writer (Activity 89-93)	- George Washington Carver Ed Puzzle - YouTube (Audio clips)		

		Workbook - Smartboard, document camera, paper, folders, pens. - Food samples or images of food. four food labels. - Graphic organizer - My Plate government website				
5-6 SKILLS	L.2 L.2.C L.4, 5 RI.1, 2, 4 RL.1, 2, 10 SL.4, 5 W.2, 4, 5, 6,	- Reader: "Becoming a Better Me: My Fitness Story" - Reader: "My Tooth Fairy Came Last Night" - Anticipate content, purpose and organization. - Identifying the narrator/author, their thoughts, actions and details - Identify features of a short story	- Vocabulary: body parts, health, money - Grammar: Nouns: regular and irregular plurals Verbs: Present progressive, past progressive, future tense Adjectives: opposites Pronouns: possessive pronouns Prepositions: prepositions of place Use idioms	- Draw figures described orally - Respond to oral directions - Listen for a specific purpose	- Ask questions to clarify meaning - Prepare and deliver a short oral presentation using details and visual aids - Prereading activities and prediction - Read text aloud	- "Becoming a Better Me: My Fitness Story" comprehension questions - "My Tooth Fairy Came Last Night" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game

		- Identify features of poetry - Extract key words and phrases from the text - Match pictures and phrases descriptive of systems with vocabulary (Eg. hear->ears) - Define and identify similes	Compound words - Sequence steps in starting something new (ordinal numbers) - Write basic personal information (fill out a medical form) - Describe a state of being and what kind (Eg. She has blond hair) - Sentence structure: ask about feelings - Identify cause and effect			- Graphic organizer
5-6 RESOURCES		- Champion of Ideas (Red Level Ch. 10) - Champion of Ideas Digital Library (guide 23) - Champion of Ideas Writer (Activity 94-100) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 94-100) - Vocabulary (Champion dictionary 2)	- Tooth Fairy YouTube Video - Body Parts EdPuzzle -Bullying Awareness EdPuzzle *connect to becoming a better me reading - U.S. Coins Ed Puzzle		

		Workbook - Smartboard, document camera, paper, folders, pens, small box, scissors, colored pencils. - Images and realia related to teeth		*connect to tooth fairy poem - Simile EdPuzzle		
7-8 SKILLS	L.2 L.2.C L.4 RI.1, 2, 4 SL.1, 4, 6 W.9-10	- Reader: "Public Attitudes towards Physical Education" - "Leonardo da Vinci: Artist, Inventor, and Thinker" (Renaissance Artists Who Inspired the World - Pg. 26-35) - Identifying main ideas, sequence, personal preference - Identify features of a biography - Identify features of a nonfiction article - Connect information	- Vocabulary: physical education, arts - Grammar review: Verbs Review concepts from previous week - Take notes on a topic presented orally - Write sentences making generalizations about data presented using academic language (using a model) - Write sentences comparing and contrasting (using a model) - Identify and record key facts in a graphic organizer	- Locate a country on the map based on oral descriptions - Listen for a specific purpose	- Conduct a survey, plot results and discuss - Discuss differences in physical education between their country and the United States - Orally identify characteristics of a major historical figure - Read own expository paragraph aloud with appropriate pacing, intonation and expression	- "Public Attitudes towards Physical Education" comprehension questions - "Leonardo da Vinci: Artist, Inventor, and Thinker" comprehension questions - Chapter 10 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic

		from the text to self - Hispanic Heritage Month Project (Short internet research on a Hispanic tradition - Google Slides)	- Write an expository paragraph (using a model)		- Prereading activities and prediction - Read text aloud	organizer
7-8 RESOURCES		- Champion of Ideas (Red Level Ch. 10) - Champion of Ideas Digital Library - Champion of Ideas Writer (Activity 101-103) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Map of the world - Google forms for	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary game) - Champion Writer (Activity 101-103) - Vocabulary (Champion dictionary 2)	- Louvre Museum Virtual Tour - Leonardo DaVinci YouTube Video		

		taking class surveys - Graphic organizer				
9 SKILLS	L.2 L.2.C L.4 RI.2 SL.4-5, 2, 5 W.7, 9, 10	- Hispanic Heritage Month Project (Research on a Hispanic tradition - Google slides) - Evaluation Week for Unit 1 - End of unit portfolio evaluation meeting	- Students share research data (slides)	- Listening to peer projects	- Project presentation	- Champion tester
9 RESOURCES		- Champion tester	Teacher created evaluation materials			

Career Readiness, Life Literacies, and Key Skills

Students will be conducting research projects online where they will have to evaluate the validity of the information and use online tools to create presentations. Students practice various softwares, and tasked with a short research project. During this marking period as students will use technology to research different topics, to draft and edit their writing and to deepen their vocabulary acquisition. Students will also be introduced to concepts relating to physical health and healthy life choices and the science behind eating healthy. Students will also research a topic for Hispanic Heritage Month where they will navigate cultural differences.

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.12.IML.7:	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

21st Century Skills

Unit 1 begins the year so time will be spent on student preparation and practice for communicating in L2, organization strategies, and problem-solving for school and life skills. Resources and tech resources will be introduced and practiced for student independent growth.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Students practice various softwares, and tasked with a short research project. During this marking period as students will use technology to research different topics, to draft and edit their writing and to deepen their vocabulary acquisition. Students will also be introduced to concepts relating to physical health and healthy life choices and the science behind eating healthy.

6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS4-1), (HS-PS4-4)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS4-5)
2.1.12.PGD.2:	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
2.1.12.EH.1:	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.