

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**ENGLISH AS A SECOND LANGUAGE DEPARTMENT**

**ENGLISH LANGUAGE 1**

Grade Level: 9-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 25, 2014**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## ENGLISH LANGUAGE I

### COURSE PHILOSOPHY

The goal of the Freehold Regional High School District is to prepare students for the English and academic literacy demands of the world at large. The greatest responsibility for English as a Second Language (ESL) teachers is to strengthen the students' ability to process and communicate social and academic information in English. Fluency and accuracy in both spoken and written English are emphasized. *English Language I* is designed for novice speakers of English who will benefit from an integrated skills approach based on listening, speaking, reading, and writing.

In order to prepare students more effectively to pursue life goals, the ESL program's learning objectives are based upon the 2012 WIDA Consortium English Language Development Standards for English Language Learners in Grade 9 through Grade 12 and the Common Core State Standards in English Language Arts. The ultimate purpose is to make English Language Learners (ELLs) literate readers, writers, and speakers in Standard American social language and academic English, as well as astute listeners and viewers. During this course, students will learn language acquisition skills that they can transfer and utilize to continue acquiring the English language while improving literacy.

### COURSE DESCRIPTION

*English Language I* prepares students for academic success through activities that require interaction and the application of learning in meaningful contexts. The curriculum has been designed to make it more relevant and accessible to the students by focusing each language unit around essential questions or overarching enduring understandings. Each unit is based upon transfer goals, enduring understandings, and essential questions. They are developed to enable the students to gain a deeper understanding of the material. Rather than teach a series of lessons that solely address the language of a specific content area, all the activities in this guide are developed to foster an enduring understanding of a lesson that will allow the students to make connections to other disciplines, their lives, or the world in general. The curriculum establishes definite essential questions for each unit and activities that promote reading, writing, speaking, listening and viewing. Teachers are invited to revise and/or add to them to suit the needs of their students. It is one of the goals of this curriculum model to exchange ideas regarding the teaching of the English language through academic language of the content areas.

## COURSE SUMMARY

### COURSE GOALS

CG1: Students will be able to use the speaking, listening, reading, and writing skills learned in this course to become productive members of a 21<sup>st</sup> century school community and society.

CG2: By the end of the year, learners should be better able, on their own, to strategically and effectively read and communicate in English in their everyday academic and personal lives.

CG3: Students will be able to transfer their understanding of the English language so that on their own, they will be able to continue to acquire the English language and use that knowledge to effectively communicate.

### COURSE ENDURING UNDERSTANDINGS

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, and cite the text.

CEU2: Communicating in English requires the ability to participate orally in a variety of discussions.

CEU3: Writing in English requires the ability to select appropriate vocabulary and apply correct conventions of Standard English.

CEU4: Participation in society necessitates using technology and social media.

### COURSE ESSENTIAL QUESTIONS

CEQ1a: How does determining vocabulary in context make a better reader?  
 CEQ1b: How does summarizing and paraphrasing facilitate comprehension of a text?  
 CEQ1c: How does comparing and contrasting augment comprehension of a text?  
 CEQ1d: How does citing the text support a reaction to reading?

CEQ2a: How does a situation determine the type of necessary language to communicate?  
 CEQ2b: How does a speaker effectively express ideas?  
 CEQ2c: How does American culture affect methods of communication?  
 CEQ2d: How does a speaker recognize and respond to diverse perspectives?

CEQ3a: How does a writer select appropriate vocabulary to transmit a message?  
 CEQ3b: How does a writer determine the necessary conventions of Standard English?  
 CEQ3c: How does a writer effectively organize ideas to transmit a message?

CEQ4a: How do computers and the internet help students participate in the school community?  
 CEQ4b: How does social media connect members of society?

**UNIT GOALS & PACING**

<b>UNIT TITLE</b>	<b>UNIT GOALS</b>	<b>RECOMMENDED DURATION</b>
<a href="#"><u>1: The School Community</u></a>	Students will be able to transfer their understanding of school policies, procedures, and interpersonal communication so that on their own, they will be able to successfully navigate, participate, and communicate key personal information in the school community.	6 weeks
<a href="#"><u>2: Health and Wellness</u></a>	Students will be able to transfer their understanding of health awareness so that on their own, they will be able to successfully communicate key information about health and lifestyles.	6 weeks
<a href="#"><u>3: The Environment We Live In</u></a>	Students will be able to transfer their understanding of living things and the environment so that they will be able to communicate in the area of science.	6 weeks
<a href="#"><u>4: Influential People</u></a>	Students will be able to transfer their understanding of influential people so that they will be able to communicate in the area of social studies.	6 weeks
<a href="#"><u>5. Communicating for Academia</u></a>	Students will be able to strengthen and deepen their knowledge and skills in order to communicate information, ideas, and concepts necessary for continued academic success in all content areas.	4 weeks
<a href="#"><u>6: Money Management</u></a>	Students will be able to transfer their understanding of money management so that they will be able to communicate in the areas of math and financial literacy.	6 weeks

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will be able to transfer their understanding of school policies, procedures, and interpersonal communication so that on their own, they will be able to successfully navigate, participate, and communicate key personal information in the school community.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to navigate and participate in the school community.
3	<p>The students will apply understanding of school policies and procedures so that on their own, and according to their WIDA language proficiency level, they can successfully navigate and participate in the school community.</p> <p>The student will recognize or recall specific vocabulary, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>class titles, teachers' names, titles of key school personnel, classroom objects, locations, numbers.</li> </ul> <p>The student will perform basic processes, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>following schedules, proper bathroom procedures, proper lunch procedures, asking for help, going to the correct office for a specific purpose, filling out forms.</li> </ul> <p>The student will use the following linguistic complexity, vocabulary usage, and language control:</p> <ul style="list-style-type: none"> <li>single words, set phrases, or chunks of simple language; copied text or speech;</li> <li>highest frequency vocabulary from school setting;</li> <li>generally comprehensible when text or speech is copied from a model.</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in navigating and participating in the school community.
1	The student always needs assistance from a teacher to navigate and participate in the school community.
0	Even with help, the student does not exhibit understanding of how to navigate and participate in the school community.

**ENDURING UNDERSTANDINGS**

CEU1: Reading in English requires the ability to determine vocabulary in context, to respond to a text by summarizing and paraphrasing, to compare and contrast, and to cite the text.

- EU1: Reading about other peoples' personal information requires using context to understand vocabulary.

**ESSENTIAL QUESTIONS**

EQ1: How does determining vocabulary in context help students read?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to participate in a variety of discussions.</p> <ul style="list-style-type: none"> <li>• EU2: Communicating for school purposes requires the ability to speak about key locations, people, and resources.</li> <li>• EU3: Communication for school purposes requires being an active listener.</li> </ul>	<p>EQ2a: How does a student effectively communicate about important locations, people, and resources?            EQ2b: How does a student effectively communicate about important personal information?            EQ2c: How does communication augment school participation?            EQ3a: What strategies does a student need to utilize to be an effective listener?            EQ3b: Why is it important for students to advocate for themselves when they do not comprehend?</p>
<p>CEU3: Writing in English requires the ability to select specific technical vocabulary and apply correct conventions of Standard English.</p> <ul style="list-style-type: none"> <li>• EU4: Writing for school purposes necessitates knowledge of school and social language.</li> <li>• EU5: Writing for school purposes requires proper usage of capital letters and punctuation.</li> </ul>	<p>EQ4a: How does utilizing school vocabulary facilitate students integrating in the school community?            EQ4b: How does writing personal information help students participate in their role in the school community?            EQ5: How do capital letters and punctuation help students in completing school forms?</p>
<p>CEU4: Participation in society necessitates using technology and social media.</p> <ul style="list-style-type: none"> <li>• EU6: Technology and social media are necessary in order to fully participate in the school community.</li> </ul>	<p>EQ6a: How does technology and social media help students in finding important information related to the school community?            EQ6b: How do we safely share personal information using technology and social media?</p>
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 1: Social and Instructional Language            WIDA Standard 2: The Language of Language Arts            9-10.ELA.RI.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).            9-10.ELA.W.6: Use technology, including the Internet, to produce, publish, 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.            9-10.ELA.W.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.            9-10.ELA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.            9-10.ELA.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.            9-10.ELA.L.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.            9-10.ELA.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.            9-10.ELA.L.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.</p>	

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1-5 EQ1-3 WIDA 1, 2 9-10.ELA.RI.4 9-10.ELA.W.6, 10 9-10.ELA.SL.1 9-10.ELA.L.2, 4, 4c DOK 2 DOK 3	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"><li>• Based on viewing pictures of a nurse, or a person indicating a headache, the student will be able to say<ul style="list-style-type: none"><li>○ “Headache”</li><li>○ “I have a headache.”</li><li>○ “Can I go to the nurse?”</li></ul></li><li>• Students will answer questions such as “What is your name?” and “How old are you?”</li></ul> <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"><li>• The student will listen to short phrases containing school vocabulary in order to select the correct picture.</li><li>• Students may ask for clarification by asking “Repeat?” or by saying “I don’t understand.”</li></ul> <p><u>Part 3: Reading</u></p> <ul style="list-style-type: none"><li>• Students will look at a picture, and write or select the correct word or phrase associated with the picture.</li></ul> <p><u>Part 4: Writing</u></p> <ul style="list-style-type: none"><li>• Students will fill in a blank schedule, bathroom pass, the nurse’s sign-in sheet, or the CNHS emergency card.</li></ul> <p><u>Part 5: Technology</u></p> <ul style="list-style-type: none"><li>• Students will sign on to a computer and navigate to a particular website using written instructions and oral/visual cues.</li><li>• Students will sign on to a computer and send the teacher an email through Empower3000.</li></ul>



**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> <li>Students will practice speaking with the teacher and peers. Lots of oral practice will be provided for questions such as: What is your name? How old are you? Where are you from? How are you feeling? Students will be expected to give a one-word response, or a short phrase.               <ul style="list-style-type: none"> <li>Students will be able to point to a picture, or write the response if they are not ready to respond orally.</li> <li>If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li> </ul> </li> <li>The students and teacher will practice speaking for various situations around the school, such as speaking to the nurse, the main office staff, or other classroom teachers. Words and phrases will be practiced such as: headache, locker, “May I go to the bathroom?”               <ul style="list-style-type: none"> <li>The students will have cue cards with pictures available to them to help with remembering vocabulary.</li> <li>If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li> </ul> </li> </ol>	<p>Following bathroom procedures; asking and answering questions about basic personal information; asking appropriate questions of school personnel; answering questions appropriately</p> <p>Class titles, teachers’ names, titles of key school personnel, classroom objects, locations, numbers</p> <p>DOK 1</p>	<p>9-10.ELA.SL.1</p> <ul style="list-style-type: none"> <li>Know how to ask questions</li> <li>Identify new information</li> <li>Pose and respond to questions</li> <li>Engage others through questioning</li> </ul> <p>DOK 2, 3</p>
<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>Students will practice writing words or selecting the appropriate word based on a picture.               <ul style="list-style-type: none"> <li>The teacher will reduce the amount of answer choices.</li> <li>The teacher will provide first language support if needed.</li> </ul> </li> <li>Students will read questions and select appropriate answer (For example: How are you? Student will select: I am fine.)               <ul style="list-style-type: none"> <li>The teacher will reduce the amount of answer choices.</li> <li>The answer choices will be words, not phrases: “15” instead of “I am 15 years old.”</li> <li>The teacher will provide first language support if needed.</li> </ul> </li> <li>Students will practice filling out the bathroom pass and other school forms.               <ul style="list-style-type: none"> <li>Teacher assistance</li> <li>The teacher will provide first language support if needed.</li> <li>Partner work</li> </ul> </li> </ol>	<p>Filling out bathroom passes, reading questions and selecting the correct answer, selecting the correct word for a picture, reading information on a school form and filling it in correctly</p> <p>Class titles, teachers’ names, titles of key school personnel, classroom objects, locations, numbers, personal information</p> <p>DOK 1</p>	<p>9-10.ELA.RI.4</p> <ul style="list-style-type: none"> <li>Identify technical words and phrases</li> <li>Determine the meaning of technical words and phrases</li> </ul> <p>DOK 2</p>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Writing</u></p> <p>1. Students will practice filling in a blank schedule/a bathroom pass/school forms with a word bank. (For example: Mrs. Jones, Algebra I, A102, Period 5/6)</p> <ul style="list-style-type: none"><li>• Teacher assistance</li><li>• The teacher will provide first language support if needed.</li><li>• Partner work</li></ul>	<p>Filling out bathroom passes, reading questions and selecting the correct answer, writing the correct word to identify a picture, reading information on a school form and filling it in correctly</p> <p>Class titles, teachers' names, titles of key school personnel, classroom objects, locations, numbers, personal information</p> <p>DOK1</p>	<p>9-10.ELA.W.10 Write over shortened and extended time frames</p> <p>9-10.ELA.L.2 Apply correct capitalization, punctuation, and spelling when writing</p> <p>9-10.ELA.L.4 Verify preliminary determination of the meaning of a word or phrase</p> <p>DOK 2, 3</p>

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will be able to transfer their understanding of health awareness so that on their own, they will be able to successfully communicate key information about health and lifestyles.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to communicate key information about health and lifestyles.
3	<p>The students will apply understanding of health awareness so that on their own, and according to their WIDA language proficiency level, they will be able to successfully communicate key information about health and lifestyles.</p> <p>The student will recognize or recall specific vocabulary, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• food preferences/diet, physical symptoms, body parts, reproduction, birth control, exercise, math language, food allergies.</li> </ul> <p>The student will perform basic processes, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• identifying body parts, identifying birth control, expressing food preferences, expressing a food allergy, expressing physical symptoms, calculating basic math associated with health and lifestyles.</li> </ul> <p>The student will use the following linguistic complexity, vocabulary usage, and language control:</p> <ul style="list-style-type: none"> <li>• phrases or chunks of simple language; copied and adapted text or speech;</li> <li>• general vocabulary from school setting and content area;</li> <li>• generally comprehensible when text or speech is copied or adapted from a model.</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about health and lifestyles.
1	The student always needs assistance from a teacher to communicate key information about health and lifestyles.
0	Even with help, the student does not exhibit understanding of how to communicate key information about health and lifestyles.

**ENDURING UNDERSTANDINGS**

CEU1: Reading in English requires the ability to determine vocabulary in context, to respond to a text by summarizing and paraphrasing, to compare and contrast, and to cite the text.

- EU1: Reading about the topic of health awareness requires using context to understand vocabulary.
- EU2: Analyzing text requires the ability to compare and contrast.

**ESSENTIAL QUESTIONS**

EQ1a: How does determining vocabulary in context help students read?  
 EQ1b: How do print and digital reference materials help students in determining significance and pronunciation?  
 EQ2: How does comparing and contrasting help students read and evaluate information about health awareness?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to participate in a variety of discussions.</p> <ul style="list-style-type: none"> <li>• EU3: Communicating requires the ability to speak about key health information.</li> </ul>	<p>EQ3a: How does a student effectively communicate about important health information?</p> <p>EQ3b: How does a speaker politely respond to points of disagreement?</p>
<p>CEU3: Writing in English requires the ability to select specific technical vocabulary and apply correct conventions of Standard English.</p> <ul style="list-style-type: none"> <li>• EU4: Writing about health awareness necessitates knowledge of academic and social language.</li> <li>• EU5: Writing for academic purposes requires proper usage of capital letters and punctuation.</li> </ul>	<p>EQ4: How does expanding vocabulary help students write about health awareness?</p> <p>EQ5: How do capital letters, punctuation, and spelling help students in contributing information?</p>
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 1: Social and Instructional Language  WIDA Standard 2: The Language of Language Arts  WIDA Standard 3: The Language of Mathematics</p> <p>9-10.ELA.RI.1: Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  9-10.ELA.RI.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).  9-10.ELA.RI.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  9-10.ELA.W.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.  9-10.ELA.W.6: Use technology, including the Internet, to produce, publish, 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.  9-10.ELA.W.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.  9-10.ELA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  9-10.ELA.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  9-10.ELA.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  9-10.ELA.L.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.  9-10.ELA.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  9-10.ELA.L.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.</p>	

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1-5 EQ1-5 WIDA 1-3 9-10.ELA.RI.1, 4, 10 9-10.ELA.W.2, 6, 10 9-10.ELA.SL.1 9-10.ELA.L.1, 2, 4, 4c, 6 DOK 2	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"><li>• Students will answer questions about food allergies and preferences.</li><li>• Students will indicate if their food preference is different from another person's. (Students will state: I prefer apples, but she prefers bananas.)</li></ul> <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"><li>• The students will respond correctly to a question about when and what they ate for breakfast and lunch (when, where, what questions).</li></ul> <p><u>Part 3: Reading</u></p> <ul style="list-style-type: none"><li>• Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context (body parts – head, nose, eye; food – orange)</li><li>• Students will write using the Arabic numerals (1, 2, 3...) when the read numbers are spelled out (one, two, three, etc.).</li><li>• Students will solve simple math problems of calories eaten or minutes exercised.</li><li>• Cite the text when answering a question (For example, in the text it says, "Peanut allergy").</li></ul> <p><u>Part 4: Writing</u></p> <ul style="list-style-type: none"><li>• Students will write sentences to compare and contrast male and female anatomy.</li></ul> <p><u>Part 5: Technology</u></p> <ul style="list-style-type: none"><li>• Students will sign on to a computer and navigate to a particular website about health and wellness using written instructions and oral/visual cues.</li></ul>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"><li>1. Students will practice speaking with the teacher and peers. Lots of oral practice will be provided for questions such as: Where is your nose located? What food are you allergic to? How many hours of exercise did you complete today? What is your favorite fruit? What is bothering/hurting you? Students will be expected to give a one-word response, or a short phrase.<ul style="list-style-type: none"><li>• Students will be able to point to a picture, or write the response if they are not ready to respond orally.</li><li>• If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li></ul></li><li>2. The students and teacher will practice speaking for various situations around the school, such as speaking to the nurse, the main office staff, or other classroom teachers. Words and phrases will be practiced such as: nose, hand, female reproductive system, male reproductive system, peanuts, “I’m allergic to strawberries,” “I exercise for 30 minutes every day.”<ul style="list-style-type: none"><li>• The students will have cue cards with pictures available to them to help with remembering vocabulary.</li><li>• If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li></ul></li></ol>	<p>Identifying body parts, identifying birth control, expressing food preferences, expressing a food allergy, expressing physical symptoms, explaining basic math processes with health and lifestyles</p> <p>DOK 1</p>	<p>9-10.ELA.SL.1</p> <ul style="list-style-type: none"><li>• Know how to ask questions</li><li>• Identify new information</li><li>• Pose and respond to questions</li><li>• Engage others through questioning</li></ul> <p>DOK 2</p>
<p><u>Reading</u></p> <ol style="list-style-type: none"><li>3. Students will practice writing words or selecting the appropriate phrases or chunks of language based on a picture or single word.<ul style="list-style-type: none"><li>• The teacher will reduce the amount of answer choices.</li><li>• The teacher will provide first language support if needed.</li></ul></li><li>4. Students will read questions or statements and select appropriate answer (For example: I have ovaries. Student will select: I am a female.)<ul style="list-style-type: none"><li>• The teacher will reduce the amount of answer choices.</li><li>• The answer choices will be words, not phrases: “allergies” instead of “I have allergies.”</li><li>• The teacher will provide first language support if needed.</li></ul></li></ol>	<p>Identifying body parts, identifying birth control, expressing food preferences, expressing a food allergy, expressing physical symptoms, explaining basic math processes with health and lifestyles</p> <p>DOK 1</p>	<p>9-10.ELA.RI.4</p> <ul style="list-style-type: none"><li>• Identify technical words and phrases</li><li>• Determine the meaning of technical words and phrases</li></ul> <p>DOK 2</p>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Writing</u></p> <p>5. Students will cite the text to respond to questions.</p> <ul style="list-style-type: none"> <li>• The teacher will reduce the amount of questions.</li> <li>• The teacher will provide sentence frames.</li> <li>• The teacher will provide first language support if needed.</li> </ul> <p>6. Students will practice filling in a T-Chart with a phrase bank. (For example: female, male, Has a vagina, Has a penis, Has ovaries, Has testes)</p> <ul style="list-style-type: none"> <li>• The teacher will reduce the answer choices from phrases to single words.</li> <li>• The teacher will provide first language support if needed.</li> <li>• Partner work.</li> <li>• Fill in a blank T-Chart from a Word document, save the document, and send it to the teacher using an Edmodo or an Empower3000 email.</li> </ul> <p>7. Students will practice filling in a Venn diagram with a word bank (e.g., comparing and contrasting peers' food preferences using short phrases/sentences).</p> <ul style="list-style-type: none"> <li>• Teacher assistance</li> <li>• The teacher will provide first language support if needed.</li> <li>• Partner work</li> <li>• Fill in a blank Venn diagram from a Word document, save the document, and send it to the teacher using a Edmodo or an Empower3000 email.</li> </ul>	<p>Identifying body parts, identifying birth control, expressing food preferences, expressing a food allergy, expressing physical symptoms, explaining basic math processes with health and lifestyles</p> <p>DOK1</p>	<p>9-10. ELA.W.6 Use technology, to produce, revise, edit, and publish writing</p> <p>9-10.ELA.W.10 Write over shortened and extended time frames</p> <p>9-10.ELA.L.2 Apply correct capitalization, punctuation, and spelling when writing</p> <p>9-10.ELA.L.4 Verify preliminary determination of the meaning of a word or phrase DOK 2, 3</p>

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will be able to transfer their understanding of living things and the environment so that they will be able to communicate in the area of science.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to communicate key information about living things and the environment.
3	<p>The students will apply understanding of living things and the environment so that on their own, and according to their language proficiency level, they will be able to successfully communicate key information about living things and the environment.</p> <p>The student will recognize or recall specific vocabulary, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• photosynthesis, water cycle, life cycle, food chain, living/nonliving, energy, habitats, recycling, pollution, conservation.</li> </ul> <p>The student will perform basic processes, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• summarizing life cycles, sequencing the water cycle or photosynthesis, describing habitats, comparing/contrasting environment and conservation.</li> </ul> <p>The student will use the following linguistic complexity, vocabulary usage, and language control:</p> <ul style="list-style-type: none"> <li>• phrases or chunks of simple language; copied and adapted text or speech;</li> <li>• general and some specific vocabulary related to content area;</li> <li>• generally comprehensible when text or speech is copied or adapted from a model.</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about living things and the environment.
1	The student always needs assistance from a teacher to communicate key information about living things and the environment.
0	Even with help, the student does not exhibit understanding of how to communicate key information about living things and the environment.

**ENDURING UNDERSTANDINGS**

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, and cite the text.

- EU1: Reading about the topic of science requires using context to understand vocabulary.
- EU2: Analyzing text requires the ability to compare and contrast.

**ESSENTIAL QUESTIONS**

EQ1: How does determining vocabulary in context help students read?  
 EQ2: How does comparing and contrasting help students read and evaluate information about scientific subjects?



ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to participate orally in a variety of discussions.</p> <ul style="list-style-type: none"> <li>• EU3: Communicating requires the ability to speak about scientific topics.</li> </ul>	<p>EQ3a: How does a student effectively communicate about scientific subjects? EQ3b: How does a speaker politely respond to points of disagreement?</p>
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary and apply correct conventions of Standard English.</p> <ul style="list-style-type: none"> <li>• EU4: Writing about scientific topics necessitates knowledge of academic and social language.</li> <li>• EU5: Writing for academic purposes requires proper usage of capital letters and punctuation.</li> <li>• EU6: Writing requires organization.</li> </ul>	<p>EQ4: How does expanding vocabulary help students write about scientific subjects? EQ5: How do capital letters, punctuation, and spelling help students in contributing information? EQ6: How does organization improve writing for academic purposes?</p>
<p>CEU4: Participation in society necessitates using technology and social media.</p> <ul style="list-style-type: none"> <li>• EU7: Technology and social media are necessary in order to share and search for information on scientific topics.</li> </ul>	<p>EQ7: How does technology and social media help students investigate scientific subjects?</p>
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts WIDA Standard 3: The Language of Mathematics WIDA Standard 4: The Language of Science</p> <p>9-10.ELA.RI.1: Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.ELA.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. 9-10.ELA.RI.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). 9-10.ELA.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. 9-10.ELA.RI.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. 9-10.ELA.W.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. 9-10.ELA.W.2.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. 9-10.ELA.W.2.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. 9-10.ELA.W.2.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. 9-10.ELA.W.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	

**WIDA & COMMON CORE STANDARDS**

9-10.ELA.W.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.ELA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.ELA.W.6: Use technology, including the Internet, to produce, publish, 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.

9-10.ELA.W.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.

9-10.ELA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

9-10.ELA.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

9-10.ELA.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

9-10.ELA.L.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.

9-10.ELA.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

9-10.ELA.L.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.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1-7 EQ1-7 WIDA 1-4 9-10.ELA.RI.1, 2, 4, 7, 10 9-10.ELA.W.2, 2a, 2b, 2c, 2d, 2f, 4, 6, 10 9-10.ELA.SL.1 9-10.ELA.L.1, 2, 4, 4c, 6 DOK 3, 4	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"> <li>Students will describe a diagram of a life cycle or a habitat, using appropriate content area vocabulary.</li> </ul> <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"> <li>The students will select the correct habitat or life cycle based on oral descriptions.</li> </ul> <p><u>Part 3: Reading</u></p> <ul style="list-style-type: none"> <li>Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context.</li> <li>Students will read about two different habitats or life cycles in order to compare and contrast them.</li> <li>Students will cite the text when answering a question about a habitat or life cycle.</li> </ul> <p><u>Part 4: Writing</u></p> <ul style="list-style-type: none"> <li>Students will write a paragraph to compare and contrast different habitats using sentence frames.</li> <li>Students will write a paragraph to sequence the stages of a life cycle using sentences starters.</li> </ul> <p><u>Part 5: Technology</u></p> <ul style="list-style-type: none"> <li>Students will sign on to a computer and navigate to a particular website about environments and living things using written instructions, and oral/ visual cues in order to cite an internet source.</li> </ul>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> <li>Students will practice speaking with the teacher and peers. Lots of oral practice will be provided to explain the answer to questions such as: What is the first step of Photosynthesis? What is the last step of the water cycle? What type of habitat does a squirrel live in? Students will be expected to give a short phrase or sentence.               <ul style="list-style-type: none"> <li>Students will be able to point to a picture, or write the response if they are not ready to respond orally.</li> <li>If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li> </ul> </li> <li>The students and teacher will practice speaking for a purpose. Words and phrases will be practiced such as: energy from the sun, rain, precipitation, cycle, good/bad for the environment, habitat.               <ul style="list-style-type: none"> <li>The students will have cue cards with pictures available to them to help with remembering vocabulary.</li> <li>If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li> </ul> </li> </ol>	<p>Identifying the process of photosynthesis, water cycle, life cycle, food chain, living/nonliving things, energy, habitats, recycling, pollution, conservation</p> <p>Summarizing life cycles, sequencing the water cycle or photosynthesis, describing habitats, comparing/contrasting environment and conservation</p> <p>DOK 1</p>	<p>9-10.ELA.SL.1</p> <ul style="list-style-type: none"> <li>Know how to ask questions</li> <li>Identify new information</li> <li>Pose and respond to questions</li> <li>Engage others through questioning</li> </ul> <p>9-10.ELA.L.1</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when speaking</p> <p>DOK 2, 3</p>
<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>Students will complete a cloze activity; practice writing words in context from an adapted nonfiction text.               <ul style="list-style-type: none"> <li>Empower3000 differentiated text</li> </ul> </li> <li>Students will read questions or statements and select appropriate answer (e.g., True or False statements about conservation, identify the main idea, identify synonyms and antonyms).               <ul style="list-style-type: none"> <li>The teacher will reduce the amount of answer choices.</li> </ul> </li> </ol>	<p>Identifying the process of photosynthesis, water cycle, life cycle, food chain, living/nonliving things, energy, habitats, recycling, pollution, conservation</p> <p>Summarizing life cycles, sequencing the water cycle or photosynthesis, describing habitats, comparing/contrasting environment and conservation</p> <p>DOK 1</p>	<p>9-10.ELA.RI.1</p> <p>Cite strong and thorough textual evidence to support the text (explicit and inferred)</p> <p>9-10.ELA.RI.2</p> <p>Compose an objective summary of the text that includes how the central idea emerges, is shaped and refined by specific details</p> <p>9-10.ELA.RI.4</p> <p>Determine the meaning of technical words and phrases</p> <p>DOK 2, 3</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Writing</u></p> <p>5. Students will practice labeling a diagram and explaining/summarizing the diagram. (For example: positive effects of recycling, how to prevent pollution)</p> <ul style="list-style-type: none"> <li>• The teacher will reduce the answer choices from phrases to single words.</li> <li>• The teacher will provide first language support if needed.</li> <li>• Partner work</li> <li>• Create a PowerPoint, Glogster, or Word document to explain a diagram.</li> </ul> <p>6. Students will cite the text to explain claims, counterclaims, reasons, and evidence. (For example: controversial issues about conservation or pollution)</p> <ul style="list-style-type: none"> <li>• The teacher will reduce the amount of questions.</li> <li>• The teacher will provide sentence frames and graphic organizers.</li> <li>• The teacher will provide first language support if needed.</li> </ul>	<p>Identifying the process of photosynthesis, water cycle, life cycle, food chain, living/nonliving things, energy, habitats, recycling, pollution, conservation</p> <p>Summarizing life cycles, sequencing the water cycle or photosynthesis, describing habitats, comparing/contrasting environment and conservation</p> <p>DOK 1</p>	<p>9-10.ELA.W.1 Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>9-10.ELA.W.2 Write informative/explanatory texts that: include formatting, graphics, and multimedia when useful to aiding comprehension; demonstrate clear and accurate information</p> <p>9-10. ELA.W.6 Use technology, to produce, revise, edit, and publish writing</p> <p>9-10.ELA.W.10 Write over shortened and extended time frames</p> <p>9-10.ELA.L.2 Apply correct capitalization, punctuation, and spelling when writing</p> <p>9-10.ELA.L.4 Verify preliminary determination of the meaning of a word or phrase</p> <p>DOK 2, 3</p>

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will be able to transfer their understanding of influential people so that they will be able to communicate in the area of social studies.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to communicate key information about influential people.
3	<p>The students will apply understanding of influential people so that on their own, and according to their language proficiency level, they will be able to successfully communicate key information about influential people.</p> <p>The student will recognize or recall specific vocabulary, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• biographies, current events, important historical events, timelines (ordinal numbers, sequencing, transitional words).</li> </ul> <p>The student will perform basic processes, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• sequencing important events, comparing/contrasting people and events, describing and summarizing people and events.</li> </ul> <p>The student will use the following linguistic complexity, vocabulary usage, and language control:</p> <ul style="list-style-type: none"> <li>• phrases and short sentences; copied and adapted text or speech; beginning evidence of organization;</li> <li>• general and some specific vocabulary related to the content area;</li> <li>• generally comprehensible and organized when text or speech is copied or adapted from a model; simple sentences.</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about influential people.
1	The student always needs assistance from a teacher to communicate key information about influential people.
0	Even with help, the student does not exhibit understanding of how to communicate key information about influential people.

**ENDURING UNDERSTANDINGS**

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, and cite the text.

- EU1: Reading about the topic of social studies requires using context to understand vocabulary.
- EU2: Analyzing text requires the ability to compare and contrast.
- EU3: Responding to a text requires the ability to cite the text to support analysis.

**ESSENTIAL QUESTIONS**

EQ1: How does determining vocabulary in context help students read?  
 EQ2: How does comparing and contrasting help students read and evaluate information about influential people?  
 EQ3: How does citing the text support analysis?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to participate orally in a variety of discussions.</p> <ul style="list-style-type: none"> <li>• EU4: Communicating requires the ability to speak about the topic of social studies.</li> </ul>	<p>EQ4a: How does a student effectively communicate about the subject of social studies?</p> <p>EQ4b: How does a speaker politely respond to points of disagreement?</p> <p>EQ4c: How does nonverbal communication affect communication?</p>
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary and apply correct conventions of Standard English.</p> <ul style="list-style-type: none"> <li>• EU5: Writing about the topic of social studies necessitates knowledge of academic and social language.</li> <li>• EU6: Writing for academic purposes requires proper usage of capital letters and punctuation.</li> <li>• EU7: Writing requires organization.</li> </ul>	<p>EQ5: How does expanding vocabulary help students write about the subject of social studies?</p> <p>EQ6: How do capital letters, punctuation, and spelling help students in contributing information about influential people?</p> <p>EQ7: How does organization improve writing for academic purposes?</p>
<p>CEU4: Participation in society necessitates using technology and social media.</p> <ul style="list-style-type: none"> <li>• EU8: Technology and social media are necessary in order to share and search for information on scientific topics.</li> </ul>	<p>EQ8: How does technology and social media help students investigate the subject of social studies?</p>

**WIDA & COMMON CORE STANDARDS**

WIDA Standard 1: Social and Instructional Language  
WIDA Standard 2: The Language of Language Arts  
WIDA Standard 3: The Language of Mathematics  
WIDA Standard 5: The Language of Social Studies

9-10.ELA.RI.1: Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.ELA.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

9-10.ELA.RI.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).

9-10.ELA.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

9-10.ELA.RI.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

9-10.ELA.W.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.

9-10.ELA.W.2.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.

9-10.ELA.W.2.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.

9-10.ELA.W.2.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.

9-10.ELA.W.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.ELA.W.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## WIDA & COMMON CORE STANDARDS

9-10.ELA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.ELA.W.6: Use technology, including the Internet, to produce, publish, 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.

9-10.ELA.W.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.

9-10.ELA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.ELA.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.ELA.SL.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.

9-10.ELA.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

9-10.ELA.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

9-10.ELA.L.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.

9-10.ELA.L.4.a: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analytical, analysis; advocate, advocacy)

9-10.ELA.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

9-10.ELA.L.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.

## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1-8 EQ1-8 WIDA 1, 2, 3, 5 9-10.ELA.RI.1, 2, 4, 7, 10 9-10.ELA.W.2a-d, f, 4, 6, 10 9-10.ELA.SL.1, 4, 5 9-10.ELA.L.1, 2, 4a,c, 6 DOK 3, 4	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"> <li>Students will describe and summarize the life of an influential person.</li> </ul> <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"> <li>The students will select the correct influential person based on oral descriptions.</li> </ul> <p><u>Part 3: Reading</u></p> <ul style="list-style-type: none"> <li>Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context.</li> <li>Students will read about two different influential people in order to compare and contrast them.</li> <li>Students will cite the text when answering a question about an influential person.</li> </ul> <p><u>Part 4: Writing</u></p> <ul style="list-style-type: none"> <li>Students will write a paragraph to compare and contrast different people using sentence frames.</li> <li>Students will write a paragraph to sequence the important events of an influential person's life using sentences starters.</li> </ul> <p><u>Part 5: Technology</u></p> <ul style="list-style-type: none"> <li>Students will sign on to a computer and navigate to a particular website about influential people using written instructions and oral/visual cues in order to compare and contrast two people.</li> </ul>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> <li>Students will practice speaking with the teacher and peers. Lots of oral practice will be provided to explain the answer to questions such as: Who was this person? Why was this person important? Students will be expected to give a short phrase or sentence.           <ul style="list-style-type: none"> <li>Students will be able to point to a picture, or write the response if they are not ready to respond orally.</li> <li>If the student has difficulty understanding the teacher's questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li> </ul> </li> </ol>	<p>Biographies, current events, important historical events, timelines (ordinal numbers, sequencing, transitional words)</p> <p>Sequencing important events, comparing/contrasting people and events, describing and summarizing people and events</p> <p>DOK 1</p>	<p>9-10.ELA.SL.1</p> <ul style="list-style-type: none"> <li>Know how to ask questions</li> <li>Identify new information</li> <li>Pose and respond to questions</li> <li>Engage others through questioning</li> </ul> <p>9-10.ELA.L.1</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when speaking</p> <p>DOK 2, 3</p>



**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Reading</u></p> <p>7. Students will determine important information from a timeline of events.</p> <ul style="list-style-type: none"><li>• The teacher will reduce the amount of answer choices.</li><li>• The teacher will provide first language support if needed.</li></ul> <p>8. Students will read questions or statements and select appropriate answer (e.g., sequential order of events).</p> <ul style="list-style-type: none"><li>• The teacher will reduce the amount of answer choices.</li></ul>	<p>Biographies, current events, important historical events, timelines (ordinal numbers, sequencing, transitional words)</p> <p>Sequencing important events, comparing/contrasting people and events, describing and summarizing people and events</p> <p>DOK 1</p>	<p>9-10.ELA.RI.1 Cite strong and thorough textual evidence to support the text (explicit and inferred)</p> <p>9-10.ELA.RI.2 Compose an objective summary of the text that includes how the central idea emerges, is shaped and refined by specific details</p> <p>9-10.ELA.RI.4 Identify technical words and phrases Determine the meaning of technical words and phrases</p> <p>DOK 2, 3</p>

**SUGGESTED STRATEGIES**

**DECLARATIVE KNOWLEDGE**

Writing

- 8. Students will summarize important events about an influential person’s life.
  - Sentence frames
  - The teacher will provide first language support if needed.
- 9. Students will compare and contrast 2 influential people using a Venn diagram.
  - The teacher will provide a phrase or short sentence bank.
  - The teacher will provide first language support if needed.
- 10. Students will cite an adapted text when answering a question about an influential person.
  - Empower3000 differentiated text

**PROCEDURAL KNOWLEDGE**

Biographies, current events, important historical events, timelines (ordinal numbers, sequencing, transitional words)

Sequencing important events, comparing/contrasting people and events, describing and summarizing people and events

DOK 1

9-10.ELA.W.1  
Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

9-10.ELA.W.2  
Write informative/explanatory texts that: include formatting, graphics, and multimedia when useful to aiding comprehension; demonstrate clear and accurate information

9-10.ELA.W.10  
Write over shortened and extended time frames

9-10.ELA.L.2  
Apply correct capitalization, punctuation, and spelling when writing

9-10.ELA.L.4  
Verify preliminary determination of the meaning of a word or phrase

DOK 2, 3

**UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to strengthen and deepen their knowledge and skills in order to communicate information, ideas, and concepts necessary for continued academic success in all content areas.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to read, write, speak, and listen using academic vocabulary.
3	<p>The students will apply understanding of language skills so that on their own, and according to their language proficiency level, they will be able to successfully communicate key information.</p> <p>The student will recognize or recall specific vocabulary, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• sort, sequence, match, classify, ask, answer, describe, name, repeat, read, write, speak, listen.</li> </ul> <p>The student will perform basic processes, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• matching information to pictures, identifying objects from oral statements, provide personal information, name everyday objects, writing simple sentences, responding to WH- questions, labeling diagrams and pictures, describing people or objects, sequencing visuals, sequencing phrases.</li> </ul> <p>The student will use the following linguistic complexity, vocabulary usage, and language control:</p> <ul style="list-style-type: none"> <li>• phrases and short sentences; copied and adapted text or speech; beginning evidence of organization;</li> <li>• general and some specific vocabulary from content area;</li> <li>• generally comprehensible and organized when text or speech is copied or adapted from a model; simple sentences.</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes when asked to read, write, speak, and listen using academic vocabulary.
1	The student always needs assistance from a teacher to read, write, speak, and listen using academic vocabulary.
0	Even with help, the student does not exhibit understanding of how to read, write, speak, and listen using academic vocabulary.

**ENDURING UNDERSTANDINGS**

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, and cite the text.

- EU1: Reading about academic subjects requires the ability to process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

**ESSENTIAL QUESTIONS**

EQ1: How does a student improve reading skills?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to participate orally in a variety of discussions.</p> <ul style="list-style-type: none"> <li>• EU2: Listening to academic information requires the ability to process, interpret, and evaluate spoken language.</li> <li>• EU3: Speaking for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency.</li> </ul>	<p>EQ2: How does a student improve listening skills? EQ3: How does a student improve speaking skills?</p>
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary and apply correct conventions of Standard English.</p> <ul style="list-style-type: none"> <li>• EU4: Writing for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency.</li> </ul>	<p>EQ4: How does a student improve writing skills?</p>
WIDA STANDARDS	
<p>WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts WIDA Standard 3: The Language of Mathematics WIDA Standard 4: The Language of Science WIDA Standard 5: The Language of Social Studies</p>	

<b>COMMON ASSESSMENT</b>	
ALIGNMENT	DESCRIPTION
<p>LG1 EU1-4 EQ1-4 WIDA 1, 2, 3, 4, 5 DOK 1, 2, 3, 4</p>	<p>Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking</u></p> <p>1. Students will answer WH- questions, name objects and people in pictures, describe pictures, interpret data and graphs, and compare/contrast information.</p> <ul style="list-style-type: none"> <li>Students will be able to point to a picture, or write the response if they are not ready to respond orally.</li> </ul>	<p>Sequence, answer, describe, name</p> <p>Identifying objects from oral statements, provide personal information, name everyday objects, responding to WH-questions, describing people or objects, sequencing visuals</p> <p>DOK 1-2</p>	<p>WIDA Standard 1, 2, 3, 4, 5</p> <p>Speaking for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 2-3</p>
<p><u>Listening</u></p> <p>2. Students will select pictures based on descriptions, match words and phrases to pictures, label diagrams and pictures, and sequence, connect, and compare/contrast information.</p> <ul style="list-style-type: none"> <li>If the student has difficulty understanding the teacher's questions or instruction, the teacher will write the question or instructions on the board and point to the words while enunciating very clearly.</li> </ul>	<p>Select, sequence, match, label, sequence, connect, compare/contrast</p> <p>Matching oral information to pictures, identifying objects from oral statements, labeling diagrams and pictures based on oral descriptions, sequence visuals</p> <p>DOK 1-2</p>	<p>WIDA Standard 1, 2, 3, 4, 5</p> <p>Listening to academic information requires the ability to process, interpret, and evaluate spoken language in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 1-2</p>
<p><u>Reading</u></p> <p>3. Students will interpret charts and graphs, identify main idea, compare/contrast, determine relevant information, and match text features and other information.</p> <ul style="list-style-type: none"> <li>The teacher will reduce the amount of reading.</li> <li>The teacher will provide first language support if needed.</li> </ul>	<p>Interpret, compare/contrast, match, identify, classify</p> <p>Interpreting charts and graphs, identifying main idea, comparing/contrasting, determining relevant information</p> <p>DOK 1-2</p>	<p>WIDA Standard 1, 2, 3, 4, 5</p> <p>Reading about academic subjects requires the ability to process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 2-3</p>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Writing</u></p> <p>4. Students will rewrite and adapt written information from a model, label charts and graphs, label objects, sequence pictures or events, and describe changes.</p> <ul style="list-style-type: none"><li>• Sentence frames</li><li>• The teacher will provide first language support if needed.</li></ul>	<p>Rewrite, adapt, label, model, sequence, describe, organize</p> <p>Rewriting and adapting information, labelling charts and graphs, sequencing pictures and events, describing changes</p> <p>DOK 1-2</p>	<p>WIDA Standard 1, 2, 3, 4, 5</p> <p>Writing for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 3-4</p>

**UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will be able to transfer their understanding of money management so that they will be able to communicate in the area of math and financial literacy.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to communicate key information about money management.
3	<p>The students will apply understanding of money management so that on their own, and according to their language proficiency level, they will be able to successfully communicate key information about money management.</p> <p>The student will recognize or recall specific vocabulary, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• budgeting, sales/discounts, making change, currency, percent/values, graphs/charts, credit/debit/cash, advertising.</li> </ul> <p>The student will perform basic processes, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• identifying elements of a budget, sequencing how to make change, comparing/contrasting graphs and charts, identifying convincing elements of advertisements.</li> </ul> <p>The student will use the following linguistic complexity, vocabulary usage, and language control:</p> <ul style="list-style-type: none"> <li>• phrases and short sentences; copied and adapted text or speech; beginning evidence of organization;</li> <li>• general and some specific vocabulary from content area;</li> <li>• generally comprehensible and organized when text or speech is copied or adapted from a model; simple sentences.</li> </ul>
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about money management.
1	The student always needs assistance from a teacher to communicate key information about money management.
0	Even with help, the student does not exhibit understanding of how to communicate key information about money management.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, and cite the text.</p> <ul style="list-style-type: none"> <li>• EU1: Reading about the topic of math and financial literacy requires using context to understand vocabulary.</li> <li>• EU2: Analyzing text requires the ability to compare and contrast.</li> <li>• EU3: Responding to a text requires the ability to cite the text to support analysis.</li> <li>• EU4: Responding to a text requires the ability to summarize and paraphrase.</li> </ul>	<p>EQ1: How does determining vocabulary in context help students read?  EQ2: How does comparing and contrasting help students read and evaluate information about math and financial literacy?  EQ3: How does citing the text support analysis?  EQ4: How does summarizing and paraphrasing augment comprehension of a text?</p>
<p>CEU2: Communicating in English requires the ability to participate orally in a variety of discussions.</p> <ul style="list-style-type: none"> <li>• EU5: Communicating requires the ability to speak about the topic of math and financial literacy.</li> </ul>	<p>EQ5a: How does a student effectively communicate about the subjects of math and financial literacy?  EQ5b: How does a speaker politely respond to points of disagreement?  EQ5c: How does nonverbal communication affect communication?</p>
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary and apply correct conventions of Standard English.</p> <ul style="list-style-type: none"> <li>• EU6: Writing about the topic math and financial literacy necessitates a knowledge of academic and social language.</li> <li>• EU7: Writing for academic purposes requires proper usage of capital letters and punctuation.</li> <li>• EU8: Writing requires organization.</li> </ul>	<p>EQ6: How does expanding vocabulary help students write about the subjects of math and financial literacy?  EQ7: How do capital letters, punctuation, and spelling help students in contributing information?  EQ8: How does organization improve writing for academic purposes?</p>
<p>CEU4: Participation in society necessitates using technology and social media.</p> <ul style="list-style-type: none"> <li>• EU9: Technology and social media are necessary in order to share and search for information on the topic of math and financial literacy.</li> </ul>	<p>EQ9: How does technology and social media help students investigate the subjects of math and financial literacy?</p>

**WIDA & COMMON CORE STANDARDS**

WIDA Standard 1: Social and Instructional Language  
WIDA Standard 2: The Language of Language Arts  
WIDA Standard 3: The Language of Mathematics  
WIDA Standard 5: The Language of Social Studies  
9-10.ELA.RI.1: Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
9-10.ELA.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.  
9-10.ELA.RI.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).  
9-10.ELA.RI.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.



## WIDA & COMMON CORE STANDARDS

- 9-10.ELA.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- 9-10.ELA.RI.8: 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.
- 9-10.ELA.RI.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- 9-10.ELA.W.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.
- 9-10.ELA.W.2.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.
- 9-10.ELA.W.2.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.
- 9-10.ELA.W.2.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.
- 9-10.ELA.W.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.ELA.W.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 9-10.ELA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.ELA.W.6: Use technology, including the Internet, to produce, publish, 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.
- 9-10.ELA.W.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.
- 9-10.ELA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.ELA.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.ELA.SL.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.
- 9-10.ELA.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 9-10.ELA.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 9-10.ELA.L.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.
- 9-10.ELA.L.4.a: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analytical, analysis; advocate, advocacy)
- 9-10.ELA.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 9-10.ELA.L.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.

## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1-9 EQ1-9 WIDA 1, 2, 3, 5 9-10.ELA.RI.1, 2, 4, 6, 7, 8, 10 9-10.ELA.W.2a-d,f, 4, 6, 10 9-10.ELA.SL.1, 4, 5 9-10.ELA.L.1, 2, 4a,c, 6 DOK 3	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"> <li>Students will describe how to make change.</li> </ul> <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"> <li>The students will identify the correct element of a budget based on oral descriptions.</li> </ul> <p><u>Part 3: Reading</u></p> <ul style="list-style-type: none"> <li>Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context.</li> <li>Students will read about a person's budget and graph the information.</li> <li>Students will cite the text when answering about convincing elements of advertising.</li> </ul> <p><u>Part 4: Writing</u></p> <ul style="list-style-type: none"> <li>Students will write a paragraph to compare and contrast graphs and charts.</li> <li>Students will write a paragraph to sequence the steps needed to make change.</li> </ul> <p><u>Part 5: Technology</u></p> <ul style="list-style-type: none"> <li>Students will sign on to a computer and navigate to a particular website about finances using written instructions and oral/visual cues in order to write a paragraph comparing and contrast graphs and charts.</li> </ul>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u></p> <p>5. Students will practice speaking with the teacher and peers. Lots of oral practice will be provided to explain the answer to questions such as: How many quarters add up to one dollar? How many nickels do you have? How many dimes are leftover? What is your budget? Students will be expected to give a short phrase or sentence.</p> <ul style="list-style-type: none"> <li>Students will be able to point to a picture, or write the response if they are not ready to respond orally.</li> <li>If the student has difficulty understanding the teacher's questions, the teacher will write the question on the board and point to the words while enunciating very clearly.</li> </ul>	<p>Budgeting, sales/discounts, making change, currency, percent/values, graphs/charts, credit/debit/cash, advertising</p> <p>Identifying elements of a budget, sequencing how to make change, comparing/contrasting graphs and charts, identifying convincing elements of advertisements</p> <p>DOK1</p>	<p>9-10.ELA.SL.1</p> <ul style="list-style-type: none"> <li>Know how to ask questions</li> <li>Identify new information</li> <li>Pose and respond to questions</li> <li>Engage others through questioning</li> </ul> <p>9-10.ELA.L.1</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when speaking</p> <p>DOK 2</p>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Reading</u></p> <p>6. Students will determine a solution to a word problem.</p> <ul style="list-style-type: none"><li>• The teacher will reduce the amount of steps in the word problems.</li><li>• The teacher will provide first language support if needed.</li></ul>	<p>Budgeting, sales/discounts, making change, currency, percent/values, graphs/charts, credit/debit/cash, advertising</p> <p>Identifying elements of a budget, sequencing how to make change, comparing/contrasting graphs and charts, identifying convincing elements of advertisements</p> <p>DOK1</p>	<p>9-10.ELA.RI.4</p> <ul style="list-style-type: none"><li>• Identify technical words and phrases</li><li>• Determine the meaning of technical words and phrases</li></ul> <p>DOK 2</p>

**SUGGESTED STRATEGIES**

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Writing</u></p> <p>7. Students will describe a budget (chart).</p> <ul style="list-style-type: none"><li>• Sentence frames</li><li>• The teacher will provide first language support if needed.</li></ul> <p>8. Students will create a budget.</p> <ul style="list-style-type: none"><li>• The teacher will provide a smaller budget.</li><li>• The teacher will provide first language support if needed.</li><li>• Use store websites for listed prices.</li></ul>	<p>Budgeting, sales/discounts, making change, currency, percent/values, graphs/charts, credit/debit/cash, advertising</p> <p>Identifying elements of a budget, sequencing how to make change, comparing/contrasting graphs and charts, identifying convincing elements of advertisements</p> <p>DOK1</p>	<p>9-10.ELA.W.1 Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>9-10.ELA.W.2 Write informative/explanatory texts that: include formatting, graphics, and multimedia when useful to aiding comprehension; demonstrate clear and accurate information</p> <p>9-10.ELA.W.10 Write over shortened and extended time frames</p> <p>9-10.ELA.L.2 Apply correct capitalization, punctuation, and spelling when writing</p> <p>9-10.ELA.L.4 Verify preliminary determination of the meaning of a word or phrase</p> <p>DOK 2, 3</p>