



Category 2. MINUTES  
Type Action, Minutes  
Recommended Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
Action RESOLVED, That the Board of School Directors of East Penn SD approve the minutes of the June 8, 2026 Regular Board Meeting.

### **3. SUPERINTENDENT OF SCHOOLS**

---

**Subject A. District Update - Dr. Kristen Campbell**  
Meeting Jun 22, 2026 - REGULAR BOARD MEETING  
Category 3. SUPERINTENDENT OF SCHOOLS  
Type Reports

### **4. CURRICULUM**

---

**Subject A. Educational Conferences**  
Meeting Jun 22, 2026 - REGULAR BOARD MEETING  
Category 4. CURRICULUM  
Type Action  
Recommended Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
Action RESOLVED, That the Board of School Directors of East Penn SD approve the estimated expenses for the individual(s) attending educational conferences, as per Educational Conferences exhibit. Educational Conferences expensed through the general fund unless otherwise noted.

File Attachments  
[Educational Conferences.Exhibit.6.22.26.pdf \(131 KB\)](#)

**Subject B. Curriculum Revisions and K-12 Resources**  
Meeting Jun 22, 2026 - REGULAR BOARD MEETING  
Category 4. CURRICULUM  
Type Action  
Recommended Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
Action RESOLVED, That the Board of School Directors of East Penn SD approve the K-12 Curriculum Revisions and K-12 Resources effective for the 2026-2027 school year, as per corresponding Curriculum and Resources exhibits.

File Attachments  
[French Stage 1.Exhibit.6.22.26.pdf \(2,575 KB\)](#)  
[German Stage 1.Exhibit.6.22.26.pdf \(2,593 KB\)](#)  
[Latin Stage 1.Exhibit.6.22.26.pdf \(1,754 KB\)](#)

[Spanish Stage 1.Exhibit.6.22.26.pdf \(3,508 KB\)](#)  
[Intro to World Language Stage 1.Exhibit.6.22.26.pdf \(388 KB\)](#)  
[ELD K-5 Stage 1.Exhibit.6.22.26.pdf \(1,904 KB\)](#)  
[ELD 6-8 Stage 1.Exhibit.6.22.26.pdf \(1,801 KB\)](#)  
[ELD 9-12 Stage 1.Exhibit.6.22.26.pdf \(2,151 KB\)](#)  
[English 8 Stage 1.Exhibit.6.22.26.pdf \(637 KB\)](#)  
[English 10 Stage 1.Exhibit.6.22.26.pdf \(553 KB\)](#)  
[Curriculum Resources - K-12 SEL.Exhibit.6.22.26.pdf \(14 KB\)](#)  
[Curriculum Resources - K-12 Interventions.Exhibit.6.22.26.pdf \(16 KB\)](#)  
[Curriculum Resources - 6-12 SS.Exhibit.6.22.26.pdf \(21 KB\)](#)  
[Curriculum Resources - 6-12 Math.Exhibit.6.22.26.pdf \(14 KB\)](#)  
[Curriculum Resources - 6-12 ELA.Exhibit.6.22.26.pdf \(131 KB\)](#)

**Subject**                      **C. Flexible Instructional Days Update**

Meeting                      Jun 22, 2026 - REGULAR BOARD MEETING

Category                      4. CURRICULUM

Type                              Information

## 5. PERSONNEL

---

**Subject**                      **A. Personnel Items**

Meeting                      Jun 22, 2026 - REGULAR BOARD MEETING

Category                      5. PERSONNEL

Type                              Action

Recommended              Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
Action                      RESOLVED, That the Board of School Directors of East Penn SD approve the personnel items being recommended by the Superintendent, as per Personnel Agenda Items exhibit and corresponding exhibit(s).

### File Attachments

[Personnel Agenda Items.Exhibit 6.22.26.pdf \(239 KB\)](#)  
[Personnel Agenda Items.Exhibit A.2026-2027 Annual Academic Positions.Schedule A.6.22.2026.pdf \(204 KB\)](#)  
[Personnel Agenda Items.Exhibit B.2026-2027 Co-Curricular Appointments.Schedule B.6.22.2026.pdf \(206 KB\)](#)  
[Personnel Agenda Items.Exhibit C.2026-2027 Act 93 Salaries.6.22.26.pdf \(51 KB\)](#)  
[Personnel Agenda Items.Exhibit D.2026-2027 Non-bargaining Unit Salaries.6.22.26.pdf \(54 KB\)](#)

## 6. BUSINESS OPERATIONS

---

**Subject**                      **A. Contracts/Agreements**

Meeting                      Jun 22, 2026 - REGULAR BOARD MEETING

Category                      6. BUSINESS OPERATIONS

Type                              Action

Recommended              Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
Action                      RESOLVED, That the Board of School Directors of East Penn SD approve the following contract(s)/ agreement(s), as per corresponding exhibits.

<b>Vendor</b>	<b>Contract/Agreement</b>	<b>Amount</b>
ABA Support Services, LLC	Behavioral Support Services Agreement 2026-2027 School Year	RBT - \$63.00/hr
Carbon Lehigh Intermediate Unit #21	Overdrive Consortium 2026-2027 School Year	\$2,300.00
Carbon Lehigh Intermediate Unit #21	Software Consortium Order Agreement for Kami 2026-2027 School Year	\$18,616.00
EPIC Learning Center	Before & After Child Care Program Alburtis Elementary School 2026-2027 School Year	N/A
The Stepping Stones Group	Behavioral Support Services Agreement 2026-2027 School Year	RBT - \$58.00/hr

#### File Attachments

[ABA Support Services LLC.2026-2027.SY.Exhibit.6.22.26.pdf \(297 KB\)](#)

[CLIU21.Overdrive Agreement.2026-2027.Exhibit.6.22.26.pdf \(392 KB\)](#)

[CLIU21.Software Consortium Order Agreement for Kami.2026-2027.Exhibit.6.22.26.pdf \(350 KB\)](#)

[EPIC Learning Center.Before & After Child Care Agreement.2026-2027 \(Alburtis\).Exhibit.6.22.26.pdf \(81 KB\)](#)

[The Stepping Stones Group.2026-2027.Exhibit.6.22.26.pdf \(201 KB\)](#)

#### **Subject**

**B. Authorized Signers on East Penn School District Bank Accounts**

#### Meeting

Jun 22, 2026 - REGULAR BOARD MEETING

#### Category

6. BUSINESS OPERATIONS

#### Type

Action

#### Recommended Action

Motion by \_\_\_\_\_, Seconded by \_\_\_\_\_  
RESOLVED, That the Board of School Directors of East Penn SD approve Shonta E. Ford, President; Gabrielle Klotz, Vice President; Miranda Ortiz, Board Secretary; and Robert E. Saul, Treasurer as authorized signers on East Penn School District bank accounts effective July 1, 2026.

## **7. OTHER EDUCATIONAL ENTITIES**

#### **Subject**

**A. Carbon Lehigh Intermediate Unit Board Member Report - Dr. William Whitney**

#### Meeting

Jun 22, 2026 - REGULAR BOARD MEETING

#### Category

7. OTHER EDUCATIONAL ENTITIES

#### Type

Reports

## **8. ANNOUNCEMENTS**

**Subject**                    **A. Executive Session - 6:45 PM**

Meeting                    Jun 22, 2026 - REGULAR BOARD MEETING

Category                    8. ANNOUNCEMENTS

Type                        Procedural

**Subject**                    **B. Regular Board Meeting: Monday, July 13, 2026; 7:30 PM**

Meeting                    Jun 22, 2026 - REGULAR BOARD MEETING

Category                    8. ANNOUNCEMENTS

Type                        Information

## **9. ADJOURN**

---

**Subject**                    **A. Adjourn**

Meeting                    Jun 22, 2026 - REGULAR BOARD MEETING

Category                    9. ADJOURN

Type                        Action, Procedural

Recommended  
Action                    Motion to Adjourn

## Educational Conferences

Expensed through the general fund unless otherwise noted.

Conference Title & Sponsor:	Keystone Agenda Training/Pennsylvania School Boards Association
Location:	Reading, PA
Date(s):	June 26, 2026
Attending:	Miranda Ortiz
Position/Building:	Exec. Assistant/Board Secretary
Cost:	\$42.24
Conference Title & Sponsor:	Voices of School Health – 2026/Lehigh County School Nurse Advisory Board
Location:	Catasauqua High School; Northampton, PA
Date(s):	August 4, 2026
Attending:	Jennifer Carfara
Position/Building:	Certified School Nurse/Macungie ES
Cost:	\$-0-
Conference Title & Sponsor:	Voices of School Health – 2026/Lehigh County School Nurse Advisory Board
Location:	Catasauqua High School; Northampton, PA
Date(s):	August 4, 2026
Attending:	Terri Hildebrand
Position/Building:	Certified School Nurse/Alburtis ES
Cost:	\$92.26
Conference Title & Sponsor:	Voices of School Health – 2026/Lehigh County School Nurse Advisory Board
Location:	Catasauqua High School; Northampton, PA
Date(s):	August 4, 2026
Attending:	Katie Bickel
Position/Building:	Certified School Nurse/Willow Lane ES
Cost:	\$92.55
Conference Title & Sponsor:	Restorative Practices for Educators/International Institute for Restorative Practices
Location:	Virtual
Date(s):	June 22 & 23, 2026
Attending:	Robert Thomas
Position/Building:	Security Officer/EHS
Cost:	\$475.00 (PCCD Grant)
Conference Title & Sponsor:	Restorative Practices for Educators/International Institute for Restorative Practices
Location:	Virtual
Date(s):	July 20 & 21, 2026
Attending:	Brian Zulik
Position/Building:	Security Officer/EHS
Cost:	\$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
Location: Virtual  
Date(s): July 20 & 21, 2026  
Attending: Carli Harrell  
Position/Building: Special Education Supervisor/Administration  
Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
Location: Virtual  
Date(s): July 20 & 21, 2026  
Attending: Hebat El-Turky  
Position/Building: School Counselor/LMMS  
Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
Location: Virtual  
Date(s): July 20 & 21, 2026  
Attending: Joseph Ramirez  
Position/Building: Security Guard/LMMS  
Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
Location: Virtual  
Date(s): July 20 & 21, 2026  
Attending: Samuel Hafner  
Position/Building: Principal/Jefferson ES  
Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
Location: Virtual  
Date(s): July 20 & 21, 2026  
Attending: Adrea Diehl  
Position/Building: Special Ed. Teacher/EHS  
Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
 Location: Virtual  
 Date(s): July 9& 10, 2026  
 Attending: Amanda Deutsch  
 Position/Building: Principal/Macungie ES  
 Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices at Work: Relational Tools for Culture Change/International Institute for Restorative Practices  
 Location: Virtual  
 Date(s): June 25 & 26, 2026  
 Attending: Kepleen Suida  
 Position/Building: Student Supports/LMMS  
 Cost: \$375.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices at Work: Relational Tools for Culture Change/International Institute for Restorative Practices  
 Location: Virtual  
 Date(s): June 25 & 26, 2026  
 Attending: Tabitha Rodriguez  
 Position/Building: Assistant Principal  
 Cost: \$375.00 (PCCD Grant)

Conference Title & Sponsor: Restorative Practices for Educators/International Institute for Restorative Practices  
 Location: Virtual  
 Date(s): July 20 & 21, 2026  
 Attending: Tabitha Rodriguez  
 Position/Building: Assistant Principal/LMMS  
 Cost: \$475.00 (PCCD Grant)

Conference Title & Sponsor: AP Spanish Language & Culture – APSI/Taft Education  
 Location: Virtual  
 Date(s): July 6-9, 2026  
 Attending: Will Montepeque  
 Position/Building: Spanish AP Teacher/EHS  
 Cost: \$-0-

Conference Title & Sponsor: First Aid/CPR/AED Instructor Training/American Red Cross  
 Location: Abington, PA  
 Date(s): July 10, 2026  
 Attending: Vincent D'Agostino  
 Position/Building: HWF Teacher/EHS  
 Cost: \$334.40



Course Name French I

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the French language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in French?</li> <li><input type="checkbox"/> What can I do to understand French better?</li> <li><input type="checkbox"/> What can I do to be understood better in French?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at a novice level</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> </ul>

<b>language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and listen in French at a novice level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic sentence structure to communicate at a novice level.</li> </ul>
---	--	--



Course Name French I

Unit Title Culture

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>	<i>Students will be able to independently use their learning to...</i> <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the French-speaking countries.</li> <li><input type="checkbox"/> Provide information about the French-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the French-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>
	<b>Meaning</b>

<p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the French-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the French-speaking countries?</li> </ul>
	<b>Acquisition</b>	
<p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in French</li> <li><input type="checkbox"/> Cultural differences between the United States and the French-speaking countries</li> <li><input type="checkbox"/> The German-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the French-speaking countries.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying cultural norms of the French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and France</li> <li><input type="checkbox"/> Describing characteristics of the French speaking countries.</li> </ul>



Course Name French 1

Unit Title Structure

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning			
<b>Standards</b>	<b>Transfer</b>		
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply French pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> <li><input type="checkbox"/> Apply the present tense in French.</li> <li><input type="checkbox"/> Apply the future tense in French.</li> </ul>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the French language is often different from the structure of the English language.</li> </ul> </td> <td style="width: 50%;"> <p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language.</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the French language is often different from the structure of the English language.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language.</li> </ul>
<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the French language is often different from the structure of the English language.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language.</li> </ul>		
	<b>Acquisition</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Students will know...</i></td> <td style="width: 50%;"><i>Students will be skilled at...</i></td> </tr> </table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<i>Students will know...</i>	<i>Students will be skilled at...</i>		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of French phonetics.</li> <li><input type="checkbox"/> Basic French sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Present tense sentence structure with modal verbs.</li> <li><input type="checkbox"/> Future tense sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different French letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure in the present tense, future tense, and with modal verbs.</li> </ul>
--	---	---



Course Name French 1

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in French.</li> <li><input type="checkbox"/> develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written French.</li> <li><input type="checkbox"/> begin to use circumlocution to talk around words they don't know.</li> </ul>
	<b>Meaning</b>
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p>

<p><b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All French nouns have a grammatical gender.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in French, if I don't know the vocabulary?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers vocabulary</li> <li><input type="checkbox"/> Greetings/Farewells vocabulary</li> <li><input type="checkbox"/> Family vocabulary</li> <li><input type="checkbox"/> Classroom vocabulary</li> <li><input type="checkbox"/> School subject vocabulary</li> <li><input type="checkbox"/> Hobby and activities vocabulary</li> <li><input type="checkbox"/> Food vocabulary</li> <li><input type="checkbox"/> Days, Months, Seasons Vocabulary</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>



Course Name French 2

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the French language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in French?</li> <li><input type="checkbox"/> What can I do to understand French better?</li> <li><input type="checkbox"/> What can I do to be understood better in French?</li> </ul>
	<b>Acquisition</b>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at an evolving novice low/mid/high level</li> <li><input type="checkbox"/> how to read and listen in French at an evolving novice low/mid/high level.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic sentence structure to communicate at a novice level.</li> </ul>	



Course Name French 2

Unit Title Culture

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and francophone countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries..</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal)in the French-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in French-speaking countries?</li> </ul>
	<b>Acquisition</b>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>	

<b>language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<input type="checkbox"/> Cultural differences between the United States and French-speaking countries <input type="checkbox"/> The French-speaking countries and their location <input type="checkbox"/> Additional information about French-speaking countries.	<input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different? <input type="checkbox"/> How does one speak using the proper forms of address in French-speaking countries?
---	--	--



Course Name French 2

Unit Title Structure of Language

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning									
<b>Standards</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="628 598 1317 625"> <b>Transfer</b> </th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="628 625 1317 730"> <i>Students will be able to independently use their learning to...</i>  <input type="checkbox"/> Understand and apply French pronunciation and intonation.  <input type="checkbox"/> Understand and apply basic phrase and sentence structure.  <input type="checkbox"/> Understand and apply present tense French.  <input type="checkbox"/> Understand and apply past tense French (<i>passé-composé</i>).                             </td> </tr> <tr> <th colspan="2" data-bbox="628 730 1317 758"> <b>Meaning</b> </th> </tr> <tr> <td data-bbox="628 758 974 884"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation                             </td> <td data-bbox="974 758 1317 884"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation                             </td> </tr> </tbody> </table>	<b>Transfer</b>		<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> Understand and apply French pronunciation and intonation. <input type="checkbox"/> Understand and apply basic phrase and sentence structure. <input type="checkbox"/> Understand and apply present tense French. <input type="checkbox"/> Understand and apply past tense French ( <i>passé-composé</i> ).		<b>Meaning</b>		<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation
<b>Transfer</b>									
<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> Understand and apply French pronunciation and intonation. <input type="checkbox"/> Understand and apply basic phrase and sentence structure. <input type="checkbox"/> Understand and apply present tense French. <input type="checkbox"/> Understand and apply past tense French ( <i>passé-composé</i> ).									
<b>Meaning</b>									
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation								

	<input type="checkbox"/> The structure of the French language is often different from the structure of the English language	<input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language.
<b>Acquisition</b>		
	<i>Students will know...</i> <input type="checkbox"/> The basics of French phonetics. <input type="checkbox"/> Basic French sentence structure. <input type="checkbox"/> Present tense sentence structure in simple sentences. <input type="checkbox"/> Reflexive verbs <input type="checkbox"/> Present and past tense	<i>Students will be skilled at...</i> <input type="checkbox"/> Pronouncing the different French letters and phonemes. <input type="checkbox"/> Applying basic sentence structure in the present tense and preterite tense.



Course Name French 2

Unit Title Vocabulary Building

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning					
<b>Standards</b>  <b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in</b>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="617 1770 1304 1797"> <b>Transfer</b> </th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="617 1797 1304 1900"> <i>Students will be able to independently use their learning to...</i>  <input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in French..  <input type="checkbox"/> using guided prompts to speak in sentences and write a paragraph at a basic level in French.                             </td> </tr> </tbody> </table>	<b>Transfer</b>		<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in French.. <input type="checkbox"/> using guided prompts to speak in sentences and write a paragraph at a basic level in French.	
<b>Transfer</b>					
<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in French.. <input type="checkbox"/> using guided prompts to speak in sentences and write a paragraph at a basic level in French.					

<p><b>conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b></p>	<input type="checkbox"/> continue to use circumlocution to talk around words they don't know.	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> it is essential to grow their vocabulary to communicate</li> <li><input type="checkbox"/> students will</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I make more complex sentences?</li> </ul>
	<b>Acquisition</b>	
<i>Students will know...</i> A strong vocabulary is essential for communication in a second language All French nouns have a grammatical gender. <ul style="list-style-type: none"> <li><input type="checkbox"/> Shopping</li> <li><input type="checkbox"/> Housing</li> <li><input type="checkbox"/> Body and health</li> <li><input type="checkbox"/> Vacationing</li> <li><input type="checkbox"/> Routine activities</li> <li><input type="checkbox"/> Chores</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking with guided prompts.</li> <li><input type="checkbox"/> Applying the correct vocabulary to write short, directed compositions.</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>	



Course Name French 3/French 3 Honors

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> have more in-depth communications in spoken and written French</li> </ul>
<b>Meaning</b>	
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> cultural awareness is required to have clear communication between people from different cultures.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> what can I do to better understand the cultural background of the people with whom I am attempting to communicate?</li> </ul>
<b>Acquisition</b>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at a developing intermediate level</li> <li><input type="checkbox"/> how to read and listen in French at a developing intermediate level.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> </ul>



Course Name French 3/French 3 Honors

Unit Title Culture

STAGE 1   DESIRED RESULTS							
Context and relevance for student learning							
Standards	Transfer						
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the French-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>						
	<table border="1"> <thead> <tr> <th colspan="2">Meaning</th> </tr> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the French-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul> </td> <td> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the French-speaking countries?</li> </ul> </td> </tr> </tbody> </table>	Meaning		UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the French-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the French-speaking countries?</li> </ul>
Meaning							
UNDERSTANDINGS	ESSENTIAL QUESTIONS						
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the French-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the French-speaking countries?</li> </ul>						

Acquisition					
	<table border="1"> <thead> <tr> <th>Students will know...</th> <th>Students will be skilled at...</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in French</li> <li><input type="checkbox"/> Cultural differences between the United States and the French-speaking countries</li> <li><input type="checkbox"/> The French-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the French-speaking countries.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying cultural norms of the French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and France</li> <li><input type="checkbox"/> Describing characteristics of the French-speaking countries.</li> </ul> </td> </tr> </tbody> </table>	Students will know...	Students will be skilled at...	<ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in French</li> <li><input type="checkbox"/> Cultural differences between the United States and the French-speaking countries</li> <li><input type="checkbox"/> The French-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the French-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying cultural norms of the French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and France</li> <li><input type="checkbox"/> Describing characteristics of the French-speaking countries.</li> </ul>
Students will know...	Students will be skilled at...				
<ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in French</li> <li><input type="checkbox"/> Cultural differences between the United States and the French-speaking countries</li> <li><input type="checkbox"/> The French-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the French-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying cultural norms of the French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and France</li> <li><input type="checkbox"/> Describing characteristics of the French-speaking countries.</li> </ul>				



Course Name French 3/French 3 Honors

Unit Title Structure of Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply French pronunciation and intonation.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense French.</li> <li><input type="checkbox"/> Understand and apply imperfect tense French.</li> <li><input type="checkbox"/> Understand and apply the difference in use of the passé composé and the imperfect tense in French.</li> <li><input type="checkbox"/> Understand and apply conditional tense French.</li> <li><input type="checkbox"/> Understand and apply future tense French..</li> </ul>

own.	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The structure of the French language is often different from the structure of the English language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language.</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronoun usage-direct object, indirect object, stress, interrogative, y, en , relative</li> <li><input type="checkbox"/> irregular verbs in the present tense</li> <li><input type="checkbox"/> imperfect tense</li> <li><input type="checkbox"/> use of passé composé versus imperfect tense</li> <li><input type="checkbox"/> conditional tense</li> <li><input type="checkbox"/> comparative and superlative of adverbs</li> <li><input type="checkbox"/> future tense</li> <li><input type="checkbox"/> conditional and future tenses with si clauses</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, passé composé, imperfect future and conditional tenses</li> </ul>



Course Name French 3/French 3 Honors

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> continue to develop an active vocabulary on a variety of advanced themes in order to speak and write at a more advanced level in French.</li> <li><input type="checkbox"/> develop a larger passive vocabulary on a variety of themes in order to continue to develop spoken and written French.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they don't know.</li> </ul>
	<b>Meaning</b>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for meaningful communication in a second language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in French, if I don't know the vocabulary?</li> </ul>
	<b>Acquisition</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> vocabulary of sports and leisure activities</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> applying the learned vocabulary in both written and spoken communication</li> </ul>

	<input type="checkbox"/> vocabulary of interpersonal transactions (post office, bank, travel) <input type="checkbox"/> vocabulary of professions <input type="checkbox"/> vocabulary of geography <input type="checkbox"/> vocabulary of driving <input type="checkbox"/> vocabulary of societal problems	
--	---	--



Course Name French 4

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the French language in both speaking and writing at an intermediate level.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in French?</li> </ul>

<b>language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b>	cultural awareness and a good knowledge of language structure and vocabulary.	<ul style="list-style-type: none"> <li><input type="checkbox"/> What can I do to understand French better?</li> <li><input type="checkbox"/> What can I do to be better understood in French?</li> </ul>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at a developing intermediate level.</li> <li><input type="checkbox"/> how to read and listen in French at a developing intermediate level.</li> <li><input type="checkbox"/> Write a personal narrative on a given topic.</li> <li><input type="checkbox"/> Describe in detail.</li> <li><input type="checkbox"/> Use circumlocution</li> <li><input type="checkbox"/> Write a "how-to" piece using the subjunctive.</li> <li><input type="checkbox"/> Compare and contrast</li> <li><input type="checkbox"/> Persuade/convince someone</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> <li><input type="checkbox"/> expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary.</li> </ul>



Course Name French 4

Unit Title Culture

**STAGE 1 | DESIRED RESULTS**  
Context and relevance for student learning

Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the French-speaking countries.</li> <li><input type="checkbox"/> Provide information about the French-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the French-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in French-speaking countries.</li> <li><input type="checkbox"/> Cultures are different between and among countries.</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They are simply different.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> In what ways are the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in French speaking countries?</li> </ul>
	Acquisition	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between formal and informal forms of address in French.</li> <li><input type="checkbox"/> Cultural differences between the United States and French-speaking countries</li> <li><input type="checkbox"/> How to identify French-speaking countries and their locations.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying the cultural norms of French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and French-speaking countries.</li> <li><input type="checkbox"/> Describing the characteristics of French-speaking countries.</li> </ul>	

	<input type="checkbox"/> Additional cultural information about French-speaking countries.	
--	---	--



Course Name French 4

Unit Title Structure of Language

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply French pronunciation, intonation, and prosody.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure in French.</li> <li><input type="checkbox"/> Understand and apply the present tense of French.</li> <li><input type="checkbox"/> Understand and apply the passé composé tense of French.</li> <li><input type="checkbox"/> Understand and apply the imperfect tense of French.</li> <li><input type="checkbox"/> Understand and apply the imperative form of verbs in French using both formal and informal address.</li> <li><input type="checkbox"/> Understand and apply the simple future tense of French.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation differs from English pronunciation and intonation.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The structure of the French language is often different from the structure of the English language.</li> <li><input type="checkbox"/> French relies much more on agreement (noun/adjective, noun/article) than English does.</li> <li><input type="checkbox"/> French has two past tenses, which are used in different situations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language?</li> <li><input type="checkbox"/> When should you employ the passé composé and the imparfait in French?</li> <li><input type="checkbox"/> How can I accord a noun and an adjective in French?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> French phonetics.</li> <li><input type="checkbox"/> French sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure in French.</li> <li><input type="checkbox"/> When to use the passé composé vs. the imperfect tense.</li> <li><input type="checkbox"/> The future simple and conditional tenses in more complex sentences.</li> <li><input type="checkbox"/> Object pronouns</li> <li><input type="checkbox"/> Relative pronouns</li> <li><input type="checkbox"/> The subjunctive tense with necessity and emotions</li> <li><input type="checkbox"/> The subjunctive vs. the indicative</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, the passé composé, the imperfect tense, and the future simple tense.</li> <li><input type="checkbox"/> Applying the correct verb tense, the passé composé or the imperfect, in the correct situations.</li> <li><input type="checkbox"/> Using the correct mood in French</li> </ul>



Course Name French 4

Unit Title Vocabulary Building

<b>STAGE 1   DESIRED RESULTS</b> <i>Context and relevance for student learning</i>		
<b>Standards</b>	<b>Transfer</b>	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an intermediate level in French.</li> <li><input type="checkbox"/> develop an increasing vocabulary based on a variety of themes in order to understand spoken and written French.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they do not know.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language</li> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in French when I do not know all the vocabulary?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary related to school life and hobbies.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary related to personal relationship and different stages of life</li> <li><input type="checkbox"/> Vocabulary related to various media/art forms.</li> <li><input type="checkbox"/> Vocabulary related to travel and the world of work.</li> <li><input type="checkbox"/> Places in your neighborhood</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding learning vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form.</li> <li><input type="checkbox"/> Circumlocution skills to convey meaning when you get stuck.</li> </ul>
--	---	---



Course Name French 4H

Unit Title Culture

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the French-speaking countries.</li> <li><input type="checkbox"/> Provide information about the French-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the French-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>
	<b>Meaning</b>
	UNDERSTANDINGS      ESSENTIAL QUESTIONS

<p>studied.</p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in French-speaking countries?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences between the United States and the French-speaking countries</li> <li><input type="checkbox"/> The French-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the French-speaking countries.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying cultural norms of the French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and French-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of the French-speaking countries</li> </ul>



Course Name French 4H

Unit Title Structure of Language

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning
--

Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply more complex phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense to all verbs.</li> <li><input type="checkbox"/> Understand and apply preterite tense.</li> <li><input type="checkbox"/> Understand and apply imperfect tense.</li> <li><input type="checkbox"/> Effectively incorporate the imperative mood.</li> <li><input type="checkbox"/> Understand and effectively use the indicative vs. subjunctive moods in French.</li> <li><input type="checkbox"/> Understand and apply future and conditional tenses in complex sentences in French.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The structure of the French language is often different from the structure of the English language</li> <li><input type="checkbox"/> French has complex tenses, which are used in different situations.</li> <li><input type="checkbox"/> French has many tenses and multiple moods that are used in different situations and contexts, may times dependent on the intent of the speaker.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the French language and the structure of the English language?</li> </ul>
Acquisition		
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> All French verb tenses</li> <li><input type="checkbox"/> Advanced French sentence structure.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> using the different moods in French.</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between indicative and subjunctive mood</li> <li><input type="checkbox"/> Relative pronouns</li> <li><input type="checkbox"/> Comparative / superlative of adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, past tenses and present subjunctive tense.</li> <li><input type="checkbox"/> Applying the correct verb tenses in the correct situations.</li> </ul>
--	---	---



Course Name French 4H

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on the themes in order to speak and write at an evolving mid/high intermediate level in French .</li> <li><input type="checkbox"/> develop an increasing vocabulary base on a variety of themes in order to understand spoken and written French.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they don't know.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> </ul>

language.	communication in a second language <input type="checkbox"/> vocabulary needs to be used in order to be retained.	<input type="checkbox"/> How do I get my point across in French, if I don't know the vocabulary? <input type="checkbox"/> How can I increase my vocabulary acquisition.
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> Families, family members and relationships <input type="checkbox"/> technology and the influence of the media. <input type="checkbox"/> Different societies <input type="checkbox"/> Personal characteristics and professions <input type="checkbox"/> Environment <input type="checkbox"/> Cities and around the city. Housing and places in the neighborhood.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading. <input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form <input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck



Course Name French 4H

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> communicate with others in the French language in both speaking and writing. <input type="checkbox"/> understand the communication of others in both reading and listening. <input type="checkbox"/> implement body language and gestures in order to help get their point across. <input type="checkbox"/> To reinforce and expand upon previously learned communicative language skills <input type="checkbox"/> To further develop proficiency in listening, speaking, <input type="checkbox"/> To achieve higher proficiency on all skills levels <input type="checkbox"/> To be aware to the global extent of the French-speaking world and its integration into their daily lives and future aspirations. <input type="checkbox"/> To advance students' grammatical knowledge and sharpen their written and oral communication skills. <input type="checkbox"/> To demonstrate an intermediate level of proficiency set forth by the ACTFL Proficiency Guidelines	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do I communicate effectively in French? <input type="checkbox"/> What can I do to understand French better? <input type="checkbox"/> What can I do to be understood better in French?
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> how to speak and write in French at an evolving mid/high intermediate level <input type="checkbox"/> how to read and listen in French at an evolving mid/high intermediate level.	<i>Students will be skilled at...</i> <input type="checkbox"/> pronunciation of the French language. <input type="checkbox"/> using body language and gestures to enhance communication.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about themselves and friends · Say what they know how to do · Talk about people and places they know · Describe their daily routine · Make comparisons</li> <li><input type="checkbox"/> Tell descriptions, life occurrences and personal stories in complex tense(s).</li> <li><input type="checkbox"/> Describe activities · Persuade or influence others · Make requests and recommendations · Express opinions · Talk about media and the community</li> <li><input type="checkbox"/> Discuss technology · Express environmental concerns and possibilities · Make predictions · Discuss cause and effect · Discuss obligations and responsibilities · Express point of view and make recommendations</li> <li><input type="checkbox"/> Describe people · Tell what others do · Express wishes and desires · Describe people and things · Express doubt, denial, and disbelief · Express positive and negative emotions</li> <li><input type="checkbox"/> Talk about future plans</li> <li><input type="checkbox"/> Describe places in your neighborhood, household items and actions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary</li> </ul>
--	---	---



Course Name French 5

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Communication

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the French-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center; font-size: small;">UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center; font-size: small;">ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in French?</li> <li><input type="checkbox"/> What can I do to understand French better?</li> <li><input type="checkbox"/> What can I do to be understood better at French?</li> </ul> </td> </tr> </table>	<p style="text-align: center; font-size: small;">UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p style="text-align: center; font-size: small;">ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in French?</li> <li><input type="checkbox"/> What can I do to understand French better?</li> <li><input type="checkbox"/> What can I do to be understood better at French?</li> </ul>
<p style="text-align: center; font-size: small;">UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p style="text-align: center; font-size: small;">ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in French?</li> <li><input type="checkbox"/> What can I do to understand French better?</li> <li><input type="checkbox"/> What can I do to be understood better at French?</li> </ul>		
	Acquisition		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at an advanced level</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at an advanced level</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in French at an advanced level</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the French language.</li> </ul>		

<p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and listen in French at an advanced level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using advanced sentence structure to communicate at an advanced level.</li> </ul>
--	---	--



**Course Name** French 5

---

**EAST PENN**  
SCHOOL DISTRICT

**Unit Title** Culture

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning	
Standards	Transfer
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the French-speaking countries.</li> <li><input type="checkbox"/> Provide information about the French-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the French-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the French-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe</li> </ul> <p style="text-align: center;"><b>Meaning</b></p>

the culture studied.	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the France-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in French-speaking countries?</li> </ul>
<p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in French</li> <li><input type="checkbox"/> Cultural differences between the United States and the French-speaking countries</li> <li><input type="checkbox"/> The French-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the French-speaking countries.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in French.</li> <li><input type="checkbox"/> Applying cultural norms of the French-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and French-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of the French-speaking countries</li> </ul>



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply French pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply more complex phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense French.</li> <li><input type="checkbox"/> Understand and apply preterite tense French.</li> <li><input type="checkbox"/> Understand and apply imperfect tense French.</li> <li><input type="checkbox"/> Understand and apply French formal and informal commands.</li> <li><input type="checkbox"/> Understand and apply present subjunctive French.</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the French language is</li> </ul> </td> <td> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the French language is</li> </ul>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the French language is</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between French and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there</li> </ul>	

<p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<p>often different from the structure of the English language</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French relies much more on agreement (noun/adjective, noun/article) than English does.</li> <li><input type="checkbox"/> French has two past tenses, which are used in different situations.</li> </ul>	<p>between the structure of the French language and the structure of the English language?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French phonetics.</li> <li><input type="checkbox"/> French sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure.</li> <li><input type="checkbox"/> Preterite tense sentence structure.</li> <li><input type="checkbox"/> Imperfect tense sentence structure.</li> <li><input type="checkbox"/> When to use the preterite vs. imperfect tense</li> <li><input type="checkbox"/> More complex present subjunctive sentence structure and uses</li> <li><input type="checkbox"/> Use of superlatives and comparatives.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect tense and present subjunctive tense.</li> <li><input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed.</li> <li><input type="checkbox"/> Applying the correct verb tense, preterite or imperfect, in the correct situations.</li> </ul>



**EAST  
PENN**  
SCHOOL DISTRICT

Course Name French 5

Unit Title Vocabulary

**STAGE 1 | DESIRED RESULTS**

Context and relevance for student learning

Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an intermediate low/mid-level in French.</li> <li><input type="checkbox"/> develop an increasing vocabulary base on a variety of themes in order to understand spoken and written French.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they do not know.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the French-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and French-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the French-speaking countries?</li> </ul>

<p>of topics.</p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> Hobbies</li> <li><input type="checkbox"/> Sports</li> <li><input type="checkbox"/> Careers</li> <li><input type="checkbox"/> Career Readiness</li> <li><input type="checkbox"/> Travel</li> <li><input type="checkbox"/> Health</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>



Course Name German 1

Unit Title Culture

STAGE 1   DESIRED RESULTS				
Context and relevance for student learning				
Standards	Transfer			
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the German-speaking countries.</li> <li><input type="checkbox"/> Provide information about the German-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the German-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the German-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>			
	<table border="1"> <thead> <tr> <th colspan="2">Meaning</th> </tr> </thead> <tbody> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in German-speaking countries?</li> </ul> </td> </tr> </tbody> </table>	Meaning		<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>
Meaning				
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in German-speaking countries?</li> </ul>			

<b>distinctive viewpoints that are only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States and the German-speaking countries</li> <li><input type="checkbox"/> The German-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the German-speaking countries and families</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Applying cultural norms of the German-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Germany</li> <li><input type="checkbox"/> Describing characteristics of the German speaking-countries.</li> </ul>



Course Name German 1

Unit Title Structure of the German Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply German pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> </ul>

<b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<input type="checkbox"/> Understand and apply present tense German. <input type="checkbox"/> Understand and apply future tense German. <input type="checkbox"/> Understand and apply modal auxiliary verbs	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> <li><input type="checkbox"/> German relies much more heavily on grammatical cases than English does.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the German language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a German sentence change its grammatical case?</li> </ul>
	<b>Acquisition</b>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of German phonetics.</li> <li><input type="checkbox"/> Basic German sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Present tense sentence structure with modal verbs.</li> <li><input type="checkbox"/> Future tense sentence structure.</li> <li><input type="checkbox"/> Basic differences between the nominative and accusative case</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different German letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure in the present tense, future tense, and with modal verbs.</li> <li><input type="checkbox"/> Applying the rules of nominative and accusative case in simple German sentences.</li> </ul>	



Course Name German 1

Unit Title Vocabulary Building

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning			
<b>Standards</b>	<b>Transfer</b>		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in German.</li> <li><input type="checkbox"/> develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written German.</li> <li><input type="checkbox"/> begin to use circumlocution to talk around words they don't know.</li> </ul>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All German nouns are capitalized and have a grammatical gender.</li> </ul> </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All German nouns are capitalized and have a grammatical gender.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All German nouns are capitalized and have a grammatical gender.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> </ul>		
	<b>Acquisition</b>		

	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers vocabulary</li> <li><input type="checkbox"/> Greetings/Farewells vocabulary</li> <li><input type="checkbox"/> Family vocabulary</li> <li><input type="checkbox"/> Classroom vocabulary</li> <li><input type="checkbox"/> School subject vocabulary</li> <li><input type="checkbox"/> Hobby and activities vocabulary</li> <li><input type="checkbox"/> Food vocabulary</li> <li><input type="checkbox"/> Days, Months, Seasons Vocabulary</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>
--	--	---



Course Name German 1

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the German language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>

<p>information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at a novice level</li> <li><input type="checkbox"/> how to read and listen in German at a novice level.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic sentence structure to communicate at a novice level.</li> </ul>



Course Name German 2

Unit Title Culture

STAGE 1   DESIRED RESULTS					
Context and relevance for student learning					
Standards	Transfer				
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the German-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the German-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>				
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul>
	UNDERSTANDINGS	ESSENTIAL QUESTIONS			
	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul>			
<p style="text-align: center;"><b>Acquisition</b></p> <table border="1"> <thead> <tr> <th><i>Students will know...</i></th> <th><i>Students will be skilled at...</i></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Applying cultural norms of the German-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the</li> </ul> </td> </tr> </tbody> </table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Applying cultural norms of the German-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the</li> </ul>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Applying cultural norms of the German-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the</li> </ul>				

studied and their own.	and the German-speaking countries <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural and geographical information about Austria and Switzerland</li> <li><input type="checkbox"/> Additional information about the German-speaking countries.</li> <li><input type="checkbox"/> Cultural differences and similarities between the U.S. and the German-speaking countries in regards to shopping, celebrations, and music</li> </ul>	United States and Germany <ul style="list-style-type: none"> <li><input type="checkbox"/> Describing characteristics of the German speaking-countries.</li> <li><input type="checkbox"/> Describing cultural differences and similarities between Austria, Germany, and Switzerland.</li> <li><input type="checkbox"/> Describing cultural differences between the U.S. and German-speaking countries in regards to shopping, celebrations, and music.</li> </ul>
------------------------	---	---



Course Name German 2

Unit Title Structure of the German Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply German pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> </ul>

<b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply present tense German.</li> <li><input type="checkbox"/> Understand and apply the past tense (Perfekt) in German</li> <li><input type="checkbox"/> Understand and apply the four German cases (nominative, accusative, and dative)</li> <li><input type="checkbox"/> Understand and apply the imperative mood (commands) in German.</li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> <li><input type="checkbox"/> There are two past tenses in German. The Perfekt is used most often in speaking and informal writing.</li> <li><input type="checkbox"/> There are both regular and irregular past tense forms of verbs.</li> <li><input type="checkbox"/> Words in a German sentence take different cases, depending on their function within the sentence.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the German language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a German sentence change its grammatical case?</li> <li><input type="checkbox"/> How is the Perfekt form of verbs formed?</li> <li><input type="checkbox"/> How does the command form change based on the person with whom one is speaking?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> <li><input type="checkbox"/> There are two past tenses in German. The Perfekt is used most often in speaking and informal writing.</li> <li><input type="checkbox"/> There are both regular and irregular past tense forms of verbs.</li> <li><input type="checkbox"/> Words in a German sentence take different cases, depending on their function within the sentence.</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> <li><input type="checkbox"/> There are two past tenses in German. The Perfekt is used most often in speaking and informal writing.</li> <li><input type="checkbox"/> There are both regular and irregular past tense forms of verbs.</li> <li><input type="checkbox"/> Words in a German sentence take different cases, depending on their function within the sentence.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the German language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a German sentence change its grammatical case?</li> <li><input type="checkbox"/> How is the Perfekt form of verbs formed?</li> <li><input type="checkbox"/> How does the command form change based on the person with whom one is speaking?</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are different command forms, depending on the person or people to whom one is speaking.</li> </ul>	
	<b>Acquisition</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of German phonetics.</li> <li><input type="checkbox"/> Present tense and past tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Present tense and past tense sentence structure</li> <li><input type="checkbox"/> Imperative sentence structure.</li> <li><input type="checkbox"/> Basic differences between the nominative, accusative, dative, and genitive cases.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying basic sentence structure in the present tense and past tense</li> <li><input type="checkbox"/> Applying the rules of nominative and accusative, dative and genitive case in simple German sentences.</li> <li><input type="checkbox"/> Applying the rules of the Imperative (command forms).</li> </ul> </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of German phonetics.</li> <li><input type="checkbox"/> Present tense and past tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Present tense and past tense sentence structure</li> <li><input type="checkbox"/> Imperative sentence structure.</li> <li><input type="checkbox"/> Basic differences between the nominative, accusative, dative, and genitive cases.</li> </ul>
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of German phonetics.</li> <li><input type="checkbox"/> Present tense and past tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Present tense and past tense sentence structure</li> <li><input type="checkbox"/> Imperative sentence structure.</li> <li><input type="checkbox"/> Basic differences between the nominative, accusative, dative, and genitive cases.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying basic sentence structure in the present tense and past tense</li> <li><input type="checkbox"/> Applying the rules of nominative and accusative, dative and genitive case in simple German sentences.</li> <li><input type="checkbox"/> Applying the rules of the Imperative (command forms).</li> </ul>	



Course Name German 2

Unit Title Vocabulary Building

Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in German.</li> <li><input type="checkbox"/> develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written German.</li> <li><input type="checkbox"/> increase their use of circumlocution to talk around words they don't know.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All German nouns are capitalized and have a grammatical gender.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> </ul>
Acquisition		
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clothing</li> <li><input type="checkbox"/> Holidays</li> <li><input type="checkbox"/> Gifts</li> <li><input type="checkbox"/> Sports and Hobbies</li> <li><input type="checkbox"/> Film, TV</li> <li><input type="checkbox"/> Body Parts</li> <li><input type="checkbox"/> City</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Other vocabulary as determined by student</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying correct and culturally appropriate vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>	

	and teacher interest and need.	
--	--------------------------------	--



Course Name German 2

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the German language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help communicate ideas.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>

<p><b>information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an evolving novice low/mid/high level</li> <li><input type="checkbox"/> how to read and listen in German at an evolving novice low/mid/high level</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic sentence structure to communicate at a novice mid to novice high level.</li> </ul>



Course Name German 3/German 3 Honors

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Culture

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the German-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the German-speaking countries.</li> </ul>

<p><b>demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in German-speaking countries?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States and the German-speaking countries</li> <li><input type="checkbox"/> The German-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the German-speaking countries</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Applying cultural norms of the German-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Germany</li> <li><input type="checkbox"/> Describing cultural characteristics of the German speaking-countries.</li> <li><input type="checkbox"/> Explore travel within and outside Germany</li> </ul>	

	<input type="checkbox"/> Modes of transportation <input type="checkbox"/> Vacation Culture <input type="checkbox"/> City vs. Country culture <input type="checkbox"/> Food culture <input type="checkbox"/> Shopping Culture	
--	--	--



**Course Name** German 3/German 3 Honors

**Unit Title** Structure of the German Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply German pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply intermediate level phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense German.</li> <li><input type="checkbox"/> Understand and apply the two German past tenses.</li> <li><input type="checkbox"/> Understand and apply future tense German.</li> <li><input type="checkbox"/> Understand and apply all 4 German cases.</li> <li><input type="checkbox"/> Understand and apply reflexive verbs.</li> <li><input type="checkbox"/> Understand and apply comparatives and superlatives.</li> <li><input type="checkbox"/> Understand and apply the coordinating and subordinating conjunctions.</li> <li><input type="checkbox"/> Understand and apply the rules of German "Der-Words."</li> <li><input type="checkbox"/> Understand and apply the rules of adjective endings.</li> </ul>

	<input type="checkbox"/>
	<b>Meaning</b>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> <li><input type="checkbox"/> German relies much more heavily on grammatical cases than English does.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the German language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a German sentence change its grammatical case?</li> </ul>
	<b>Acquisition</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present, past (simple and conversational), and future tense sentence structure.</li> <li><input type="checkbox"/> Differences between the nominative, accusative, dative and genitive cases</li> <li><input type="checkbox"/> Reflexive verbs and their application</li> <li><input type="checkbox"/> Comparative and superlative forms of</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different German letters and phonemes.</li> <li><input type="checkbox"/> Constructing grammatically correct sentences in the present tense, future tense, and with modal verbs.</li> <li><input type="checkbox"/> Applying the rules of nominative, accusative, dative, and genitive case in</li> </ul>

	adjectives and their application <input type="checkbox"/> Coordinating and subordinating conjunctions and their application <input type="checkbox"/> German "Der-Words," including the demonstrative adjectives and their application <input type="checkbox"/> Adjective endings and their application	more complex German sentences. <input type="checkbox"/> Using will apply use of accusative, dative, genitive, and two-way prepositions <input type="checkbox"/> Demonstrating growing control over verb tenses, including present, simple past and conversational past.
--	---	---



**Course Name** German 3/German 3 Honors

**Unit Title** Vocabulary

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a basic level in German. <input type="checkbox"/> develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written German. <input type="checkbox"/> begin to use circumlocution to talk around words they don't know.
	Meaning

exchange opinions.  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> A strong vocabulary is essential for communication in a second language <input type="checkbox"/> All German nouns are capitalized and have a grammatical gender.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills? <input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?
	Acquisition	
	<i>Students will know...</i> <input type="checkbox"/> Travel Vocabulary <input type="checkbox"/> Means of transportation <input type="checkbox"/> Youth activities <input type="checkbox"/> Camping and youth hostel culture <input type="checkbox"/> Popular travel destinations <input type="checkbox"/> Travel planning and weather <input type="checkbox"/> Housework and daily life <input type="checkbox"/> On the farm <input type="checkbox"/> House pets <input type="checkbox"/> Eating out <input type="checkbox"/> Shopping <input type="checkbox"/> Other vocabulary determined by student and teacher interest and need.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading.



Course Name German 3/German 3 Honors

**EAST  
PENN**  
SCHOOL DISTRICT

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the German language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p>	
	<p><i>Students will be skilled at...</i></p>	

<p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an evolving intermediate level, using more complex sentence structures and varied vocabulary.</li> <li><input type="checkbox"/> how to read and listen in German texts and audio at an evolving intermediate level, identifying main ideas and supporting details</li> <li><input type="checkbox"/> Strategies for inferring meaning from context and recognizing cognates and root words</li> <li><input type="checkbox"/> Cultural norms, idiomatic expression, and formal/informal language used appropriate to different contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using more advanced sentence structure to communicate at an intermediate level.</li> <li><input type="checkbox"/> Using circumlocution and asking for clarification when communication breakdowns occur</li> <li><input type="checkbox"/> Applying knowledge of German-speaking cultures to enhance communication and demonstrate respect for cultural practices.</li> </ul>
---	--	---



Course Name German 4

**EAST  
PENN**  
SCHOOL DISTRICT

Unit Title Culture

**STAGE 1 | DESIRED RESULTS**

Context and relevance for student learning

Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the German-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the German-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Applying cultural norms of the German-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Germany</li> </ul>	

	<p>and the German-speaking countries</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The German-speaking countries and their location</li> <li><input type="checkbox"/> Culture of communication in the German-speaking countries</li> <li><input type="checkbox"/> Health trends in the German-speaking countries</li> <li><input type="checkbox"/> Transportation culture in the German-speaking countries</li> <li><input type="checkbox"/> World geography as it relates to the German speaking countries.</li> <li><input type="checkbox"/> Various historical figures from the German-speaking countries</li> <li><input type="checkbox"/> Travel culture in the German-speaking countries</li> <li><input type="checkbox"/> Additional information about the German-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describing characteristics of the German speaking-countries.</li> </ul>
--	---	---



Course Name German 4

Unit Title Structure of the German Language

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply advanced German sentence structure.</li> <li><input type="checkbox"/> Understand and apply subjunctive mood.</li> <li><input type="checkbox"/> Understand and apply present, past, past perfect and future verb tenses</li> <li><input type="checkbox"/> Understand and apply wo and da compounds</li> <li><input type="checkbox"/> Understand and apply appropriate adjective endings</li> <li><input type="checkbox"/> Understand and apply relative clauses.</li> <li><input type="checkbox"/> Understand and apply coordinating and subordinating conjunctions</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the different verb tenses appropriately</li> <li><input type="checkbox"/> Applying the indicative and subjunctive moods appropriately</li> <li><input type="checkbox"/> Applying wo and da compounds appropriately</li> <li><input type="checkbox"/> Applying relative pronouns appropriately</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the structure of the English language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the different verb tenses appropriately</li> <li><input type="checkbox"/> Applying the indicative and subjunctive moods appropriately</li> <li><input type="checkbox"/> Applying wo and da compounds appropriately</li> <li><input type="checkbox"/> Applying relative pronouns appropriately</li> </ul>	

	<input type="checkbox"/> German relies much more heavily on grammatical cases than English does.	<input type="checkbox"/> Applying adjective endings appropriately
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> All German verb tenses</li> <li><input type="checkbox"/> Advanced German sentence structure.</li> <li><input type="checkbox"/> The difference between indicative and subjunctive mood</li> <li><input type="checkbox"/> What wo and da compounds are and the reason for their use</li> <li><input type="checkbox"/> How relative pronouns work in German</li> <li><input type="checkbox"/> The importance of adjective endings in German</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different German letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure in the present tense, future tense, and with modal verbs.</li> <li><input type="checkbox"/> Applying the rules of nominative, accusative, dative, genitive, cases in simple German sentences.</li> <li><input type="checkbox"/> communicating events written or spoken in past tense.</li> </ul>



Course Name German 4

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i>

<p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop an active vocabulary on a variety of themes in order to speak and write at an evolving mid/high intermediate level in German.</li> <li><input type="checkbox"/> develop a large passive vocabulary on a variety of themes in order to understand basic spoken and written German.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they don't know.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All German nouns are capitalized and have a grammatical gender.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication (Post office, computer, etc)</li> <li><input type="checkbox"/> Careers</li> <li><input type="checkbox"/> Health and Wellness</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> The City</li> <li><input type="checkbox"/> World Geography</li> <li><input type="checkbox"/> Family Relationships</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>



Course Name German 4

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the German language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an evolving mid/high intermediate level</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> </ul>

<p><b>the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and listen in German at an evolving mid/high intermediate level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic sentence structure to communicate at a novice level in present, future, and past tenses</li> </ul>
--	---	---



Course Name German 4 Honors

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Culture

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the German-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the German-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul> <p style="text-align: center;"><b>Meaning</b></p> <table border="1" data-bbox="594 835 1196 884"> <tr> <td data-bbox="594 835 899 884"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> </td> <td data-bbox="899 835 1196 884"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p>		

<p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Typical living arrangements in the German speaking countries.</li> <li><input type="checkbox"/> Typical career pathways in the German speaking countries.</li> <li><input type="checkbox"/> Typical aspects of the personal lives of those living in German-speaking countries</li> <li><input type="checkbox"/> Typical attitudes toward the environment and recycling in the German speaking countries</li> <li><input type="checkbox"/> Additional information about the German-speaking countries.</li> </ul>	<p><i>Students will be skilled at discussing...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Typical living arrangements in the German speaking countries.</li> <li><input type="checkbox"/> Typical career pathways in the German speaking countries.</li> <li><input type="checkbox"/> Typical aspects of the personal lives of those living in German-speaking countries</li> <li><input type="checkbox"/> Typical attitudes toward the environment and recycling in the German speaking countries</li> <li><input type="checkbox"/> Additional information about the German-speaking countries.</li> </ul>



Course Name German 4 Honors

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Structure of the German Language

STAGE 1   DESIRED RESULTS				
Context and relevance for student learning				
Standards	Transfer			
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply advanced German sentence structure.</li> <li><input type="checkbox"/> Understand and apply subjunctive mood.</li> <li><input type="checkbox"/> Understand and apply present, past, past perfect and future verb tenses</li> <li><input type="checkbox"/> Understand and apply wo and da compounds</li> <li><input type="checkbox"/> Understand and apply appropriate adjective endings</li> <li><input type="checkbox"/> Understand and apply relative clauses.</li> <li><input type="checkbox"/> Understand and apply coordinating and subordinating conjunctions</li> </ul>			
	Meaning			
	<table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A command of German grammar will improve their ability to communicate effectively in German</li> <li><input type="checkbox"/> The structure of the German language is often different from the</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A command of German grammar will improve their ability to communicate effectively in German</li> <li><input type="checkbox"/> The structure of the German language is often different from the</li> </ul>
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A command of German grammar will improve their ability to communicate effectively in German</li> <li><input type="checkbox"/> The structure of the German language is often different from the</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of</li> </ul>			

	structure of the English language <ul style="list-style-type: none"> <li><input type="checkbox"/> German relies much more heavily on grammatical cases than English does.</li> </ul>	the German language and the structure of the English language. <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the function of the word in a German sentence change its grammatical case?</li> </ul>
	Acquisition	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> All German verb tenses</li> <li><input type="checkbox"/> Advanced German sentence structure.</li> <li><input type="checkbox"/> The difference between indicative and subjunctive mood</li> <li><input type="checkbox"/> What wo and da compounds are and the reason for their use</li> <li><input type="checkbox"/> How relative pronouns work in German</li> <li><input type="checkbox"/> The importance of adjective endings in German</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the different verb tenses appropriately</li> <li><input type="checkbox"/> Applying the indicative and subjunctive moods appropriately</li> <li><input type="checkbox"/> Applying wo and da compounds appropriately</li> <li><input type="checkbox"/> Applying relative pronouns appropriately</li> <li><input type="checkbox"/> Applying adjective endings appropriately</li> </ul>	



Course Name German 4 Honors

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS					
Context and relevance for student learning					
Standards	Transfer				
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an active vocabulary on a variety of advanced themes in order to speak and write at a advanced level in German.</li> <li><input type="checkbox"/> develop a large passive vocabulary on a variety of advanced themes in order to understand advanced spoken and written German.</li> <li><input type="checkbox"/> Strengthen their use of circumlocution to talk around words they don't know.</li> </ul>				
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> A wider and more precise command of German vocabulary allows for an improved ability to communicate.</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> <li><input type="checkbox"/> How does increasing one's command of German vocabulary result in an improved ability to communicate?</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> A wider and more precise command of German vocabulary allows for an improved ability to communicate.</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> <li><input type="checkbox"/> How does increasing one's command of German vocabulary result in an improved ability to communicate?</li> </ul>
	UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> A wider and more precise command of German vocabulary allows for an improved ability to communicate.</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?</li> <li><input type="checkbox"/> How does increasing one's command of German vocabulary result in an improved ability to communicate?</li> </ul>				
<b>Acquisition</b>					

	<i>Students will know vocabulary relating to the following topics...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal life</li> <li><input type="checkbox"/> Living arrangements</li> <li><input type="checkbox"/> Physical and emotional wellness</li> <li><input type="checkbox"/> Careers and career readiness</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Environment and Recycling</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>
--	---	---



Course Name German 4 Honors

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the German language in both speaking and writing.</li> </ul>

<p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>		
	<b>Meaning</b>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>	
<b>Acquisition</b>			
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an evolving mid/high intermediate level</li> <li><input type="checkbox"/> how to read and listen in German at an evolving mid/high intermediate level.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic to advanced sentence structure to communicate at a novice level.</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an evolving mid/high intermediate level</li> <li><input type="checkbox"/> how to read and listen in German at an evolving mid/high intermediate level.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic to advanced sentence structure to communicate at a novice level.</li> </ul>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an evolving mid/high intermediate level</li> <li><input type="checkbox"/> how to read and listen in German at an evolving mid/high intermediate level.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic to advanced sentence structure to communicate at a novice level.</li> </ul>		



Course Name German 5

Unit Title Culture

<b>STAGE 1   DESIRED RESULTS</b>		
Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the German-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the German-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	<b>Meaning</b>	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the German-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and German-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in the German-speaking countries?</li> </ul>	

<b>foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.	
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in German</li> <li><input type="checkbox"/> Cultural differences between the United States and the German-speaking countries</li> <li><input type="checkbox"/> Specific parts of the geography of the German speaking countries.</li> <li><input type="checkbox"/> Specific parts of the history of German speaking countries</li> <li><input type="checkbox"/> Information about German-speaking authors and their works</li> <li><input type="checkbox"/> Information about the European Union and the Euro</li> <li><input type="checkbox"/> Additional information about the German-speaking countries.</li> </ul>	<i>Students will be skilled at discussing our writing about...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in German.</li> <li><input type="checkbox"/> Cultural differences between the United States and the German-speaking countries</li> <li><input type="checkbox"/> Specific parts of the geography of the German speaking countries.</li> <li><input type="checkbox"/> Specific parts of the history of German speaking countries</li> <li><input type="checkbox"/> Information about German-speaking authors and their works</li> <li><input type="checkbox"/> Information about the European Union and the Euro</li> <li><input type="checkbox"/> Additional information about the German-speaking countries.</li> </ul>



Course Name German 5

Unit Title Structure of the German Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply German pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply advanced phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply all verb tenses and moods in German.</li> <li><input type="checkbox"/> Understand and apply the passive voice in German.</li> <li><input type="checkbox"/> Understand and apply some of the fine points in German grammar.</li> </ul>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> German pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the German language is often different from the</li> </ul> </div> <div style="width: 45%;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between German and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the German language and</li> </ul> </div> </div>

	structure of the English language <input type="checkbox"/> German relies much more heavily on grammatical cases than English does.	the structure of the English language. <input type="checkbox"/> How does the function of the word in a German sentence change its grammatical case?
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> Advanced German sentence structure. <input type="checkbox"/> How to apply all German verb tenses and moods. <input type="checkbox"/> How to apply the passive voice in German. <input type="checkbox"/> How to apply some of the fine points of German grammar.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying advanced German sentence structure <input type="checkbox"/> Applying all German verb tenses and moods. <input type="checkbox"/> Applying the passive voice in German <input type="checkbox"/> Applying some of the fine points of German grammar.



Course Name German 5

Unit Title Vocabulary Building

**STAGE 1 | DESIRED RESULTS**  
Context and relevance for student learning

<b>Standards</b>	<b>Transfer</b>
------------------	-----------------

<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> develop an active vocabulary on a variety of advanced themes in order to speak and write at a advanced level in German. <input type="checkbox"/> develop a large passive vocabulary on a variety of advanced themes in order to understand advanced spoken and written German. <input type="checkbox"/> use circumlocution to talk around words they don't know.		
	<b>Meaning</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> A strong vocabulary is essential for communication in a second language  <input type="checkbox"/> The more precise your vocabulary, the better you will understand and be understood in German.           </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?  <input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?           </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> A strong vocabulary is essential for communication in a second language <input type="checkbox"/> The more precise your vocabulary, the better you will understand and be understood in German.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills? <input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> A strong vocabulary is essential for communication in a second language <input type="checkbox"/> The more precise your vocabulary, the better you will understand and be understood in German.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills? <input type="checkbox"/> How do I get my point across in German, if I don't know the vocabulary?	
<b>Acquisition</b>			
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <i>Students will know vocabulary related to</i>  <input type="checkbox"/> Games  <input type="checkbox"/> Hobbies  <input type="checkbox"/> Sports  <input type="checkbox"/> Careers  <input type="checkbox"/> Travel  <input type="checkbox"/> Health           </td> <td style="width: 50%;"> <i>Students will be skilled at...</i>  <input type="checkbox"/> Applying the correct vocabulary in speaking and writing  <input type="checkbox"/> Understanding learned vocabulary in listening and reading.           </td> </tr> </table>	<i>Students will know vocabulary related to</i> <input type="checkbox"/> Games <input type="checkbox"/> Hobbies <input type="checkbox"/> Sports <input type="checkbox"/> Careers <input type="checkbox"/> Travel <input type="checkbox"/> Health	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading.	
<i>Students will know vocabulary related to</i> <input type="checkbox"/> Games <input type="checkbox"/> Hobbies <input type="checkbox"/> Sports <input type="checkbox"/> Careers <input type="checkbox"/> Travel <input type="checkbox"/> Health	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading.		



Course Name German 5

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the German language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in German?</li> <li><input type="checkbox"/> What can I do to understand German better?</li> <li><input type="checkbox"/> What can I do to be understood better in German?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in German at an advanced level</li> <li><input type="checkbox"/> how to read and listen in German at an advanced level.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the German language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using advanced sentence structure to communicate at an advanced level.</li> </ul>
--	---	--



Course Name Latin 1

Unit Title Culture

STAGE 1   DESIRED RESULTS				
Context and relevance for student learning				
Standards	Transfer			
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the Latin and Romance-speaking countries.</li> <li><input type="checkbox"/> Basic history of the Roman Empire and its origin</li> <li><input type="checkbox"/> Discuss cultural similarities and influences between the United States and Ancient Roman culture</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe and through time.</li> </ul>			
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different and similar between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> the spread of an empire will effect cultural diversity</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States/modern world and Ancient Rome countries similar and different?</li> <li><input type="checkbox"/> How did Ancient Rome acquire and interact with cultural diversity?</li> <li><input type="checkbox"/> How did the culture of Ancient Rome influence the modern world and the US?</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different and similar between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> the spread of an empire will effect cultural diversity</li> </ul>
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different and similar between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> the spread of an empire will effect cultural diversity</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States/modern world and Ancient Rome countries similar and different?</li> <li><input type="checkbox"/> How did Ancient Rome acquire and interact with cultural diversity?</li> <li><input type="checkbox"/> How did the culture of Ancient Rome influence the modern world and the US?</li> </ul>			

<b>available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> interaction across/between cultures can develop said cultures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How and why did Ancient Greece influence Ancient Rome?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural similarities between the United States/modern world and Ancient Rome</li> <li><input type="checkbox"/> The Latin and Romance-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the Latin/Romance-speaking countries and Ancient Rome's influence on the modern world</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussing cultural differences and influences between the United States/modern world and Ancient Rome and Greece</li> <li><input type="checkbox"/> Describing characteristics of the Latin/Romance speaking-countries and Ancient Rome and Greece</li> </ul>



Course Name Latin 1

Unit Title Structure of Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Latin pronunciation.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense and imperfect tense Latin.</li> </ul>

<b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<input type="checkbox"/> Understand and apply the Latin case system.	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation differs from English, but is largely similar</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English does.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation?</li> <li><input type="checkbox"/> What similarities and differences are there between the sentence structure of the Latin language and the structure of the English language?</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul>
	<b>Acquisition</b>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Latin phonetics.</li> <li><input type="checkbox"/> Basic Latin sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Imperfect tense sentence structure.</li> <li><input type="checkbox"/> Basic differences between the nominative and accusative case</li> <li><input type="checkbox"/> Basic uses and translations of Dative and ablative cases, as well as declensions</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Latin letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure in the present tense, imperfect tense</li> <li><input type="checkbox"/> Applying the rules of nominative, dative, ablative, and accusative cases in simple Latin sentences and translating them into English</li> </ul>	



Course Name Latin 1

Unit Title Vocabulary Building

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin.</li> <li><input type="checkbox"/> apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> context changes meaning in Latin vocabulary</li> <li><input type="checkbox"/> English vocabulary is heavily influenced by Latin</li> <li><input type="checkbox"/> All Latin nouns have a grammatical gender and declension</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> <li><input type="checkbox"/> How can I use Latin vocabulary to expand my English vocabulary?</li> </ul>
	<b>Acquisition</b>	

	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Greetings/Farewells vocabulary</li> <li><input type="checkbox"/> Vocabulary associated urban life in Ancient Rome</li> <li><input type="checkbox"/> Religious/Mythology vocabulary</li> <li><input type="checkbox"/> Political/Social/familial Structure Vocabulary</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in translating</li> <li><input type="checkbox"/> Understanding nuances in vocabulary meaning based on context in Latin</li> </ul>
--	--	---



Course Name Latin I

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> leverage Latin to be more effective communicators in English</li> <li><input type="checkbox"/> understand Latin communication in both reading and translating.</li> </ul>	
	Meaning	
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>	

<b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b>	<p>cultural awareness and a good knowledge of language structure and vocabulary.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communication is not solely verbal or written</li> <li><input type="checkbox"/> languages evolve and communication changes over time due to geography and cultural interactions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication?</li> <li><input type="checkbox"/> How can understanding Latin help me understand history?</li> <li><input type="checkbox"/> How can understanding history help me understand Latin on a deeper level?</li> <li><input type="checkbox"/> Is Latin a "dead" language?</li> <li><input type="checkbox"/> How can knowing Latin facilitate communication with speakers of another language?</li> </ul>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and translate in Latin at a novice level.</li> <li><input type="checkbox"/> how to translate a given Latin word in varying contexts</li> <li><input type="checkbox"/> common Latin roots that are used in English</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Latin language.</li> <li><input type="checkbox"/> identifying and using Latin roots to decipher meaning of English words</li> <li><input type="checkbox"/> implementing learned vocabulary to enhance communication in English</li> <li><input type="checkbox"/> using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts</li> <li><input type="checkbox"/> using Latin vocabulary to communicate in academic contexts in English</li> </ul>



Course Name Latin 2

Unit Title Culture

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and Ancient Rome, as well as Ancient Greece and the Etruscans.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe and through time.</li> </ul>		
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How did Rome influence culture in the US?</li> <li><input type="checkbox"/> How was Rome influenced by Greeks and Etruscans? How does this relate to Rome's influence on the US/modern world?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How did Rome influence culture in the US?</li> <li><input type="checkbox"/> How was Rome influenced by Greeks and Etruscans? How does this relate to Rome's influence on the US/modern world?</li> </ul>
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How did Rome influence culture in the US?</li> <li><input type="checkbox"/> How was Rome influenced by Greeks and Etruscans? How does this relate to Rome's influence on the US/modern world?</li> </ul>	
<b>Acquisition</b>			

<b>foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences and similarities between the United States and Ancient Rome</li> <li><input type="checkbox"/> The Latin-speaking countries and their location and time</li> <li><input type="checkbox"/> Basics of religion in Ancient Rome, including myths which relate to religious beliefs and practices</li> <li><input type="checkbox"/> Common foods and meal-time norms in Ancient Rome</li> <li><input type="checkbox"/> The Roman Empire encompassed a diversity of cultures</li> <li><input type="checkbox"/> Additional information about the Latin-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying cultural norms of the Ancient Rome within written texts</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Ancient Rome</li> <li><input type="checkbox"/> Describing characteristics of the Latin speaking-countries and Ancient Rome.</li> <li><input type="checkbox"/> Relating religious practices to the myths that inspired them</li> <li><input type="checkbox"/> Describing the influence of the Greeks and Etruscans on Ancient Roman culture</li> </ul>
---	--	--




Course Name Latin 2

Unit Title Structure of the Latin Language

Context and relevance for student learning			
Standards	Transfer		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Latin pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply pronouns in Latin</li> <li><input type="checkbox"/> Understand and apply noun-adjective agreement in Latin</li> <li><input type="checkbox"/> Understand and apply the case system in Latin.</li> </ul>		
	Meaning		
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English does.</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English does.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul>
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English does.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul>	
Acquisition			
<table border="1"> <tr> <td> <i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Latin phonetics.</li> <li><input type="checkbox"/> Basic Latin sentence structure.</li> </ul> </td> <td> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Latin letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure, especially when</li> </ul> </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Latin phonetics.</li> <li><input type="checkbox"/> Basic Latin sentence structure.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Latin letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure, especially when</li> </ul>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Latin phonetics.</li> <li><input type="checkbox"/> Basic Latin sentence structure.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Latin letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure, especially when</li> </ul>		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic differences between the nominative and accusative case</li> <li><input type="checkbox"/> Various uses of ablative, genitive, and dative cases</li> </ul>	numerous cases are involved <input type="checkbox"/> Applying the rules of nominative and accusative case in a complex Latin sentences.
--	--	--



**Course Name** Latin 2

---

**EAST PENN** **Unit Title** Vocabulary Building  
SCHOOL DISTRICT

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin.</li> <li><input type="checkbox"/> apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.</li> </ul>		
	Meaning		
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> </ul>
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> </ul>	
Acquisition			

foreign language.	<input type="checkbox"/> context changes meaning in Latin vocabulary <input type="checkbox"/> English vocabulary is heavily influenced by Latin <input type="checkbox"/> All Latin nouns have a grammatical gender and declension	<input type="checkbox"/> How can I use Latin vocabulary to expand my English vocabulary?
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> Compound verbs <input type="checkbox"/> 3rd Declension Adjectives <input type="checkbox"/> Food and Meals <input type="checkbox"/> calendar/time related terms <input type="checkbox"/> Religious/Mythology vocabulary <input type="checkbox"/> Political/Social/familial Structure Vocabulary <input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in translating <input type="checkbox"/> Understanding nuances in vocabulary meaning based on context in Latin <input type="checkbox"/> Determining time of day in Latin



Course Name Latin 2

Unit Title Communication

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> leverage Latin to be more effective communicators in English <input type="checkbox"/> understand Latin communication in both reading and translating.		
	<b>Meaning</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.  <input type="checkbox"/> communication is not solely verbal or written  <input type="checkbox"/> languages evolve and communication changes over time due </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication?  <input type="checkbox"/> How can understanding Latin help me understand history?  <input type="checkbox"/> How can understanding history help me understand Latin on a deeper level?  <input type="checkbox"/> How was communication influenced by interactions </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary. <input type="checkbox"/> communication is not solely verbal or written <input type="checkbox"/> languages evolve and communication changes over time due	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication? <input type="checkbox"/> How can understanding Latin help me understand history? <input type="checkbox"/> How can understanding history help me understand Latin on a deeper level? <input type="checkbox"/> How was communication influenced by interactions
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary. <input type="checkbox"/> communication is not solely verbal or written <input type="checkbox"/> languages evolve and communication changes over time due	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication? <input type="checkbox"/> How can understanding Latin help me understand history? <input type="checkbox"/> How can understanding history help me understand Latin on a deeper level? <input type="checkbox"/> How was communication influenced by interactions		

<p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	to geography and cultural interactions	<p>between various cultures within the Roman Empire?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can knowing Latin facilitate communication with speakers of another language?</li> <li><input type="checkbox"/> How can I use Latin to gain a deeper understanding of content in other disciplines?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and translate in Latin at a novice level.</li> <li><input type="checkbox"/> how to translate a given Latin word in varying contexts</li> <li><input type="checkbox"/> common Latin roots that are used in English</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Latin language.</li> <li><input type="checkbox"/> identifying and using Latin roots to decipher meaning of complex English words</li> <li><input type="checkbox"/> implementing learned vocabulary to enhance communication in English</li> <li><input type="checkbox"/> using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts</li> <li><input type="checkbox"/> using Latin vocabulary to communicate in academic contexts in English</li> <li><input type="checkbox"/></li> </ul>



Course Name Latin 3

Unit Title Culture

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and Ancient Rome, as well as Ancient Greece and the Etruscans.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe and through time.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How did Rome influence culture in the US?</li> <li><input type="checkbox"/> How was Rome influenced by Greeks and Etruscans? How does this relate to Rome's influence on the US/modern world?</li> </ul>
<b>Acquisition</b>		

<p><b>foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences and similarities between the United States and Ancient Rome</li> <li><input type="checkbox"/> The Latin-speaking countries and their location and time</li> <li><input type="checkbox"/> Basics of Roman political system</li> <li><input type="checkbox"/> Roman familial structure</li> <li><input type="checkbox"/> The Roman Empire encompassed a diversity of cultures</li> <li><input type="checkbox"/> Roman military basics</li> <li><input type="checkbox"/> Additional information about the Latin-speaking countries.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying cultural norms of the Ancient Rome within written texts</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Ancient Rome</li> <li><input type="checkbox"/> Describing characteristics of the Latin speaking-countries and Ancient Rome.</li> <li><input type="checkbox"/> Identifying Roman political influence in the US government</li> <li><input type="checkbox"/> Describing the influence of the Greeks and Etruscans on Ancient Roman culture</li> </ul>
--	--	---



Course Name Latin 3

Unit Title Structure of the Latin Language

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
<b>Standards</b>	<b>Transfer</b>

<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Latin pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply mood and voice in Latin sentences</li> <li><input type="checkbox"/> Understand and apply noun-adjective agreement in Latin</li> <li><input type="checkbox"/> Understand and apply the case system in Latin.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English does.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation.</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differences between the nominative and accusative case</li> <li><input type="checkbox"/> Various uses of ablative, genitive, and dative cases</li> <li><input type="checkbox"/> Subjunctive mood conjugations and uses</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Latin letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure, especially when numerous cases are involved</li> </ul>	

	<input type="checkbox"/> Deponents and irregular verbs <input type="checkbox"/> Active and passive voice <input type="checkbox"/> 4th and 5th declension	<input type="checkbox"/> Applying the rules of nominative and accusative case in a complex Latin sentences.
--	--	---



Course Name Latin 3

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin.</li> <li><input type="checkbox"/> apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> context changes meaning in Latin vocabulary</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> <li><input type="checkbox"/> How can I use Latin vocabulary to expand my English vocabulary?</li> </ul>

	<input type="checkbox"/> English vocabulary is heavily influenced by Latin <input type="checkbox"/> All Latin nouns have a grammatical gender and declension	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4th and 5th declension nouns</li> <li><input type="checkbox"/> Irregular verbs</li> <li><input type="checkbox"/> Travel vocabulary</li> <li><input type="checkbox"/> Medical terms</li> <li><input type="checkbox"/> Impersonal verbs</li> <li><input type="checkbox"/> Military terminology</li> <li><input type="checkbox"/> Religious/Mythology vocabulary</li> <li><input type="checkbox"/> Indefinite pronouns</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in translating</li> <li><input type="checkbox"/> Understanding nuances in vocabulary meaning based on context in Latin</li> </ul>



Course Name Latin 3

Unit Title Communication

Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> leverage Latin to be more effective communicators in English</li> <li><input type="checkbox"/> understand Latin communication in both reading and translating.</li> </ul>	
	Meaning	
	<table border="1"> <tr> <td> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> <li><input type="checkbox"/> communication is not solely verbal or written</li> <li><input type="checkbox"/> languages evolve and communication changes over time due to geography and cultural interactions</li> </ul> </td> <td> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication?</li> <li><input type="checkbox"/> How can understanding Latin help me understand history?</li> <li><input type="checkbox"/> How can understanding history help me understand Latin on a deeper level?</li> <li><input type="checkbox"/> How was communication influenced by interactions between various cultures within the Roman Empire?</li> <li><input type="checkbox"/> How can knowing Latin facilitate communication with speakers of another language?</li> <li><input type="checkbox"/> How can I use Latin to gain a deeper understanding of content in other disciplines?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> <li><input type="checkbox"/> communication is not solely verbal or written</li> <li><input type="checkbox"/> languages evolve and communication changes over time due to geography and cultural interactions</li> </ul>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> <li><input type="checkbox"/> communication is not solely verbal or written</li> <li><input type="checkbox"/> languages evolve and communication changes over time due to geography and cultural interactions</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication?</li> <li><input type="checkbox"/> How can understanding Latin help me understand history?</li> <li><input type="checkbox"/> How can understanding history help me understand Latin on a deeper level?</li> <li><input type="checkbox"/> How was communication influenced by interactions between various cultures within the Roman Empire?</li> <li><input type="checkbox"/> How can knowing Latin facilitate communication with speakers of another language?</li> <li><input type="checkbox"/> How can I use Latin to gain a deeper understanding of content in other disciplines?</li> </ul>	
Acquisition		

enrichment.	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and translate in Latin at a novice level.</li> <li><input type="checkbox"/> how to translate a given Latin word in varying contexts</li> <li><input type="checkbox"/> common Latin roots that are used in English</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Latin language.</li> <li><input type="checkbox"/> identifying and using Latin roots to decipher meaning of complex English words</li> <li><input type="checkbox"/> implementing learned vocabulary to enhance communication in English</li> <li><input type="checkbox"/> using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts</li> <li><input type="checkbox"/> using Latin vocabulary to communicate in academic contexts in English</li> <li><input type="checkbox"/></li> </ul>
-------------	--	--



Course Name Latin 4

Unit Title Culture

**STAGE 1 | DESIRED RESULTS**  
Context and relevance for student learning

Standards	Transfer
-----------	----------

<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how culture evolves through time and evaluate how this is portrayed by Roman authors</li> <li><input type="checkbox"/> Evaluate the political turbulence in Rome and how this is reflected in the modern world</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe and through time.</li> </ul>		
	<b>Meaning</b>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How do Roman authors, myths, and religious practices (and politics) interact?</li> <li><input type="checkbox"/> What cultural themes are present across various Roman authors?</li> <li><input type="checkbox"/> How is Greece's influence of Rome visible in Roman works and politics?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How do Roman authors, myths, and religious practices (and politics) interact?</li> <li><input type="checkbox"/> What cultural themes are present across various Roman authors?</li> <li><input type="checkbox"/> How is Greece's influence of Rome visible in Roman works and politics?</li> </ul>
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries and time</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> <li><input type="checkbox"/> Even though cultures are different, as cultures interact, they influence each other, across time and geography.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Ancient Rome similar and different?</li> <li><input type="checkbox"/> How do Roman authors, myths, and religious practices (and politics) interact?</li> <li><input type="checkbox"/> What cultural themes are present across various Roman authors?</li> <li><input type="checkbox"/> How is Greece's influence of Rome visible in Roman works and politics?</li> </ul>	
<b>Acquisition</b>			
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i> Cultural information as gleaned from the context of authentic Latin, this can include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences and similarities between the United States and Ancient Rome</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying cultural norms of the Ancient Rome within written texts</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Ancient Rome, and through time</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i> Cultural information as gleaned from the context of authentic Latin, this can include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences and similarities between the United States and Ancient Rome</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying cultural norms of the Ancient Rome within written texts</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Ancient Rome, and through time</li> </ul>	
<p><i>Students will know...</i> Cultural information as gleaned from the context of authentic Latin, this can include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences and similarities between the United States and Ancient Rome</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying cultural norms of the Ancient Rome within written texts</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Ancient Rome, and through time</li> </ul>		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Roman authors: Suetonius, Catullus, Ovid, Horace</li> <li><input type="checkbox"/> Political Scandals and Proceedings</li> <li><input type="checkbox"/> Enemies of Rome: Gual, Carthage, Germanic tribes and Roman wars</li> <li><input type="checkbox"/> Allies of Rome: Egypt, Roman hospitality,</li> <li><input type="checkbox"/> Roman Civil Wars: for example: Caesar and Pompey, Antony and Augustus</li> <li><input type="checkbox"/> Myths as relating to authors and history of Rome</li> <li><input type="checkbox"/> The Roman Empire encompassed a diversity of cultures</li> <li><input type="checkbox"/> Additional information about the Latin-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describing characteristics of the Latin speaking-countries and Ancient Rome.</li> <li><input type="checkbox"/> Comparing and contrasting styles of Roman authors</li> </ul>
--	---	---



Course Name Latin 4

Unit Title Structure of the Latin Language

Context and relevance for student learning					
Standards	Transfer				
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply advanced phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply tense, mood, voice of verbs in Latin in various uses/contexts</li> <li><input type="checkbox"/> Understand and apply subjunctives in context</li> <li><input type="checkbox"/> Understand and apply the case system in Latin.</li> </ul>				
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul>
	UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Latin language is often different from the structure of the English language</li> <li><input type="checkbox"/> Latin relies much more heavily on grammatical cases than English</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Latin and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Latin language and the structure of the English language.</li> <li><input type="checkbox"/> How does the function of the word in a Latin sentence change its grammatical case?</li> </ul>				
<p style="text-align: center;"><b>Acquisition</b></p> <table border="1"> <thead> <tr> <th><i>Students will know..</i></th> <th><i>Students will be skilled at...</i></th> </tr> </thead> <tbody> <tr> <td>           Grammatical Structures as they appear in the context of authentic readings, this can include:           <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses of the subjunctive</li> </ul> </td> <td> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize how pronunciation and other aspects of language change as Latin evolves</li> </ul> </td> </tr> </tbody> </table>	<i>Students will know..</i>	<i>Students will be skilled at...</i>	Grammatical Structures as they appear in the context of authentic readings, this can include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses of the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize how pronunciation and other aspects of language change as Latin evolves</li> </ul>	
<i>Students will know..</i>	<i>Students will be skilled at...</i>				
Grammatical Structures as they appear in the context of authentic readings, this can include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses of the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize how pronunciation and other aspects of language change as Latin evolves</li> </ul>				

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sequences of tenses</li> <li><input type="checkbox"/> Diminutives</li> <li><input type="checkbox"/> Indefinite pronouns/adjectives</li> <li><input type="checkbox"/> Gerundives (passive periphrastic)</li> <li><input type="checkbox"/> Other verb structures: Participles, infinitives, deponents, gerunds, supine, impersonals</li> <li><input type="checkbox"/> Various uses of cases ablative: absolute, description, with deponents, and dative: doubles, agent, with adjectives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying complex sentence structure, especially when numerous cases are involved</li> <li><input type="checkbox"/> Recognizing uses of cases in context, with various structures within a sentence</li> <li><input type="checkbox"/> Differentiating between subjunctive and indicatives uses</li> <li><input type="checkbox"/> Discerning and translating different uses of each case</li> <li><input type="checkbox"/> Applying all of these concepts in authentic Latin</li> <li><input type="checkbox"/> Identify unfamiliar grammatical structures in Latin to facilitate translation</li> </ul>
--	---	---



Course Name Latin 4

Unit Title Vocabulary Building

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a passive vocabulary on a variety of basic themes in order to read at a basic level in Latin.</li> <li><input type="checkbox"/> apply Latin vocabulary to develop a deeper understanding of English Vocabulary, especially in academic contexts.</li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> context changes meaning in Latin vocabulary</li> <li><input type="checkbox"/> English vocabulary is heavily influenced by Latin</li> <li><input type="checkbox"/> How nuances in vocabulary change in different context and with different authors</li> </ul> </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> <li><input type="checkbox"/> How can I use Latin vocabulary to expand my English vocabulary?</li> <li><input type="checkbox"/> How does using Latin vocabulary in an authentic context deepen our understanding of the language?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> context changes meaning in Latin vocabulary</li> <li><input type="checkbox"/> English vocabulary is heavily influenced by Latin</li> <li><input type="checkbox"/> How nuances in vocabulary change in different context and with different authors</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> context changes meaning in Latin vocabulary</li> <li><input type="checkbox"/> English vocabulary is heavily influenced by Latin</li> <li><input type="checkbox"/> How nuances in vocabulary change in different context and with different authors</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with reading and translating Latin?</li> <li><input type="checkbox"/> How can I use Latin vocabulary to expand my English vocabulary?</li> <li><input type="checkbox"/> How does using Latin vocabulary in an authentic context deepen our understanding of the language?</li> </ul>	
<b>Acquisition</b>		

	<i>Students will know...</i> Vocabulary as presented in the context of authentic Latin, this can include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Political/legal terms</li> <li><input type="checkbox"/> Military/Civil War terms</li> <li><input type="checkbox"/> Assassination/grieving terms</li> <li><input type="checkbox"/> Familial structure</li> <li><input type="checkbox"/> Religious/Mythology terms</li> <li><input type="checkbox"/> Vocabulary frequently used by Roman authors: Ovid, Horace, Suetonius, Catullus, etc</li> <li><input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in translating</li> <li><input type="checkbox"/> Understanding nuances in vocabulary meaning based on context in Latin</li> </ul>
--	---	---



Course Name Latin 4

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> leverage Latin to be more effective communicators in English</li> <li><input type="checkbox"/> understand Latin communication in both reading and translating.</li> <li><input type="checkbox"/> Understand differences in communication intent and style used by various Roman authors</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> <li><input type="checkbox"/> communication is not solely verbal or written</li> <li><input type="checkbox"/> Authors change style to reflect their purposes in writing</li> <li><input type="checkbox"/> languages evolve and communication changes over time due to geography and cultural interactions</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use Latin to better understand English and elevate my English communication?</li> <li><input type="checkbox"/> How can understanding Latin help me understand the history and culture of Ancient Rome?</li> <li><input type="checkbox"/> How and why did Roman authors use written Latin to communicate in Ancient Rome?</li> <li><input type="checkbox"/> How does the communication style change to reflect the author's intent?</li> <li><input type="checkbox"/> How was communication influenced by politics within the Roman Empire?</li> <li><input type="checkbox"/> How can I use Latin to gain a deeper understanding of content in other disciplines?</li> </ul>
<b>Acquisition</b>		

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to read and translate in Latin at an intermediate level.</li> <li><input type="checkbox"/> how to translate a given Latin word in varying contexts</li> <li><input type="checkbox"/> common Latin roots and affixes that are used in English</li> <li><input type="checkbox"/> Roman authors use different styles, including word order manipulation, for different communicative purposes</li> <li><input type="checkbox"/> Poetry versus prose as communication</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate how communication changes in response to purpose and bias of the author</li> <li><input type="checkbox"/> identifying and using Latin roots to decipher meaning of complex English words</li> <li><input type="checkbox"/> implementing learned vocabulary to enhance communication in English</li> <li><input type="checkbox"/> using basic Latin grammatical structures to better understand and communicate more effectively in English, especially in academic contexts</li> <li><input type="checkbox"/> using Latin vocabulary to communicate in academic contexts in English</li> </ul>
--	--	--



Course Name Spanish for Native Speakers 1 - (SNS 1)

Unit Title Culture

STAGE 1   DESIRED RESULTS				
Context and relevance for student learning				
Standards	Transfer			
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the Spanish-speaking countries.</li> <li><input type="checkbox"/> Provide information about the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities and differences between the United States and the Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an insight of their own cultural differences in relationship to Spanish-Speaking countries around the world.</li> </ul>			
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in</li> </ul>			

<b>only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	Spanish-speaking countries?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and the Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the Spanish-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in Spanish.</li> <li><input type="checkbox"/> Applying cultural norms of the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Spanish</li> <li><input type="checkbox"/> Describing characteristics of the Spanish speaking-countries.</li> </ul>



Course Name Spanish for Native Speakers 1 (SNS 1)

Unit Title Structure

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Spanish pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply more complex phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense Spanish.</li> <li><input type="checkbox"/> Understand and apply preterite tense Spanish.</li> <li><input type="checkbox"/> Understand and apply imperfect tense Spanish.</li> <li><input type="checkbox"/> Understand and apply preterite vs imperfect tense in Spanish.</li> <li><input type="checkbox"/> Understand and apply future and conditional tenses in Spanish.</li> <li><input type="checkbox"/> Understand and apply Spanish formal and informal affirmative and negative commands</li> <li><input type="checkbox"/> Understand and apply object pronouns, relative pronouns, and prepositions in Spanish.</li> <li><input type="checkbox"/> Understand and apply comparatives and superlatives in Spanish.</li> <li><input type="checkbox"/> Understand and apply Spanish reflexive verbs</li> <li><input type="checkbox"/> Understand and apply all the perfect tense in the indicative and subjunctive. .</li> <li><input type="checkbox"/> Understand and apply present subjunctive Spanish.</li> <li><input type="checkbox"/> Understand and apply the differences between indicative and subjunctive tenses and use of the infinitive verbs</li> </ul>
<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> <li><input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.</li> <li><input type="checkbox"/> Spanish has two past tenses, which are used in different situations.</li> <li><input type="checkbox"/></li> </ul>	<p>the Spanish language and the structure of the English language?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish phonetics.</li> <li><input type="checkbox"/> Spanish sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure.</li> <li><input type="checkbox"/> Preterite tense sentence structure.</li> <li><input type="checkbox"/> Imperfect tense sentence structure.</li> <li><input type="checkbox"/> When to use the preterite vs. imperfect tense</li> <li><input type="checkbox"/> More complex present subjunctive sentence structure and uses</li> <li><input type="checkbox"/> Differences between por and para.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect tense and present subjunctive tense.</li> <li><input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed.</li> <li><input type="checkbox"/> Applying the correct verb tense, preterite or imperfect, in the correct situations.</li> <li><input type="checkbox"/> Identifying intended meaning for vocabulary used in different Spanish speaking countries</li> </ul>

	<input type="checkbox"/> Use of superlatives and comparatives.	
--	--	--



Course Name Spanish for Native Speakers 1 (SNS 1)

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language skills and structure as well as vocabulary, and idiomatic expressions</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in Spanish?</li> <li><input type="checkbox"/> What can I do to understand Spanish better?</li> <li><input type="checkbox"/> What can I do to be understood better in Spanish?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language skills and structure as well as vocabulary, and idiomatic expressions</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language skills and structure as well as vocabulary, and idiomatic expressions</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in Spanish?</li> <li><input type="checkbox"/> What can I do to understand Spanish better?</li> <li><input type="checkbox"/> What can I do to be understood better in Spanish?</li> </ul>	

<b>information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The variety of dialects and accents in Spanish make the language unique in each country.</li> </ul>	
	<b>Acquisition</b>	
	<i>Students will know..</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in Spanish at an advanced level</li> <li><input type="checkbox"/> how to read and listen in Spanish at an advanced level.</li> </ul>	<i>Students will be skilled at..</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Spanish language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> </ul>



Course Name Spanish for Native Speakers 1 - (SNS 1)

Unit Title Vocabulary

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an advanced to expert level in Spanish.</li> <li><input type="checkbox"/> develop an increasing vocabulary base on a variety of themes in order to understand spoken and written Spanish.</li> </ul>

<p>feelings and emotions, and exchange opinions.</p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<input type="checkbox"/> continue to use circumlocution to talk around words they don't know and will expand their understanding of the variety of Spanish dialects and accents.		
	<b>Meaning</b>		
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language</li> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice.</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?</li> <li><input type="checkbox"/> How do I understand someone in Spanish who has a different accent and dialect?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language</li> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?</li> <li><input type="checkbox"/> How do I understand someone in Spanish who has a different accent and dialect?</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language</li> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?</li> <li><input type="checkbox"/> How do I understand someone in Spanish who has a different accent and dialect?</li> </ul>		
<b>Acquisition</b>			
	<table border="1"> <tr> <td> <i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Relationships Vocabulary</li> <li><input type="checkbox"/> Nature vocabulary</li> <li><input type="checkbox"/> Law vocabulary</li> <li><input type="checkbox"/> Workforce and finance Vocabulary</li> <li><input type="checkbox"/> Science and technology Vocabulary.</li> <li><input type="checkbox"/> Activities in the city, providing directions, etc.</li> <li><input type="checkbox"/> Media vocabulary</li> <li><input type="checkbox"/> Family vocabulary</li> </ul> </td> <td> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form</li> <li><input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck</li> </ul> </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Relationships Vocabulary</li> <li><input type="checkbox"/> Nature vocabulary</li> <li><input type="checkbox"/> Law vocabulary</li> <li><input type="checkbox"/> Workforce and finance Vocabulary</li> <li><input type="checkbox"/> Science and technology Vocabulary.</li> <li><input type="checkbox"/> Activities in the city, providing directions, etc.</li> <li><input type="checkbox"/> Media vocabulary</li> <li><input type="checkbox"/> Family vocabulary</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form</li> <li><input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck</li> </ul>
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Relationships Vocabulary</li> <li><input type="checkbox"/> Nature vocabulary</li> <li><input type="checkbox"/> Law vocabulary</li> <li><input type="checkbox"/> Workforce and finance Vocabulary</li> <li><input type="checkbox"/> Science and technology Vocabulary.</li> <li><input type="checkbox"/> Activities in the city, providing directions, etc.</li> <li><input type="checkbox"/> Media vocabulary</li> <li><input type="checkbox"/> Family vocabulary</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form</li> <li><input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck</li> </ul>		

	<input type="checkbox"/> Natural resources and the environment vocabulary <input type="checkbox"/> Beliefs and Ideologies vocabulary	
--	---	--



Course Name Spanish for Native Speakers 2 - (SNS 2)

Unit Title Culture

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b></p> <p><b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> <li><input type="checkbox"/> Gain an insight into their cultural differences concerning Spanish-speaking countries around the world.</li> </ul>		
	<b>Meaning</b>		
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are different forms of address (formal/informal) in the Spanish-speaking countries.</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are different forms of address (formal/informal) in the Spanish-speaking countries.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are different forms of address (formal/informal) in the Spanish-speaking countries.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> </ul>		

<p><b>the culture studied.</b></p> <p><b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b></p> <p><b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does one speak using the proper forms of address in Spanish-speaking countries?</li> <li><input type="checkbox"/> How does culture help to understand the language and viceversa?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location and geography</li> <li><input type="checkbox"/> Additional information about Spanish-speaking countries.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in Spanish-speaking countries?</li> <li><input type="checkbox"/> Describing characteristics of Spanish-speaking countries.</li> </ul>



Course Name Spanish for Native Speakers 2 - (SNS 2)

Unit Title Structure

<b>STAGE 1   DESIRED RESULTS</b>			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Spanish pronunciation, intonation, and prosody.</li> <li><input type="checkbox"/> Understand and apply more complex phrase and sentence structure, as well as apply their knowledge of using the indicative, subjunctive tenses, and infinitive verbs.</li> <li><input type="checkbox"/> Understand and apply the use of the future perfect, conditional perfect, 'if' clauses, the passive voice, and negative and affirmative expressions.</li> </ul>		
		<p style="text-align: center;"><b>Meaning</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differ from English pronunciation and intonation.</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the</li> </ul> </td> <td style="width: 50%;"> <p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differ from English pronunciation and intonation.</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the</li> </ul>
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differ from English pronunciation and intonation.</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of</li> </ul>		

<p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</b></p>	<p>structure of the English language.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.</li> <li><input type="checkbox"/> Spanish has two past tenses, which are used in different situations.</li> <li><input type="checkbox"/> Spanish dialects and accents are different, and they're influenced by other languages or cultures.</li> </ul>	<p>the Spanish language and the structure of the English language?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between the Spanish spoken in Spanish-speaking countries and the variation of dialects and accents?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish phonetics.</li> <li><input type="checkbox"/> Spanish sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure.</li> <li><input type="checkbox"/> Preterite tense sentence structure.</li> <li><input type="checkbox"/> Imperfect tense sentence structure.</li> <li><input type="checkbox"/> When to use the preterite vs. the imperfect tense</li> <li><input type="checkbox"/> More complex present subjunctive vs infinitive verbs, sentence structure, and uses</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect tense, and present subjunctive tense.</li> <li><input type="checkbox"/> Understanding when to use formal and informal commands and how they are formed.</li> <li><input type="checkbox"/> Applying the correct verb tense, preterite or imperfect, in the correct situations.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepositions, especially the differences between 'por ' and 'para'</li> <li><input type="checkbox"/> Perfect tenses in Spanish</li> <li><input type="checkbox"/> Conditional Sentences</li> </ul>	
--	---	--



**Course Name** Spanish for Native Speakers 2 - (SNS 2)

**Unit Title** Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing at an evolving advanced to expert level,</li> <li><input type="checkbox"/> understand the communication of others in speaking, writing, reading, and listening.</li> <li><input type="checkbox"/> Implement body language and gestures in order to help get their point across.</li> </ul>	
<p><b>Standard 1.2: Students understand and interpret</b></p>	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in Spanish?</li> </ul>

<p><b>written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p>	<p>requires cultural awareness and a good knowledge of language structure and vocabulary.</p> <ul style="list-style-type: none"> <li>❑ The variety of dialects and accents in Spanish makes the language unique in each country.</li> </ul>	<ul style="list-style-type: none"> <li>❑ What can I do to understand Spanish better?</li> <li>❑ What can I do to be understood better in Spanish?</li> <li>❑ How can I increase my knowledge and understanding of different Spanish dialects and accents?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>❑ How to speak and write in Spanish at an evolving advanced to expert level,</li> <li>❑ and how to read and listen in Spanish at an evolving advanced to expert level.</li> <li>❑ Tell descriptions, life occurrences, and personal stories in the past tense(s).</li> <li>❑ Talk about hobbies or pastimes and entertainment during your free time. Describe volunteer activities.</li> <li>❑ Talk about ideologies, immigration, finances, and or persuade or influence others · Make requests and recommendations · Express opinions · Talk about media and the</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>❑ pronunciation of the Spanish language.</li> <li>❑ Using body language and gestures to enhance communication.</li> <li>❑ Expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary and cultural perspectives</li> </ul>

	<p>community, and in Spanish-speaking countries.</p> <ul style="list-style-type: none"> <li>❑ Discuss technology · Express environmental concerns and possibilities · Make predictions · Discuss cause and effect · Discuss obligations and responsibilities · Express point of view and make recommendations.</li> <li>❑ Describe people · Tell what others do · Express wishes and desires · Describe people and things · Express doubt, denial, and disbelief · Express positive and negative emotions.</li> <li>❑ Talk about plans for the future.</li> <li>❑ Describe places in your neighborhood, household items, and actions</li> <li>❑ Talk about reality and fiction - creativity - childhood experiences</li> <li>❑ Talk about the different personalities that people have</li> <li>❑ Talk about the influence of media and social media</li> </ul>	
--	---	--

	<input type="checkbox"/> Talk about the influence of beauty and aesthetics	
--	--	--



Course Name Spanish 2 for Native Speakers (SNS 2)

Unit Title Vocabulary

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
<b>Standards</b>	<b>Transfer</b>		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an evolving mid/high intermediate to advanced levels in Spanish.</li> <li><input type="checkbox"/> Develop an increasing vocabulary based on a variety of themes in order to understand spoken and written Spanish.</li> <li><input type="checkbox"/> Continue to use circumlocution to talk around words they don't know.</li> </ul>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language.</li> </ul> </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> </ul>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> </ul>		

<b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice and exposure to the four language skills: reading, writing, listening, and speaking.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do I get my point across in Spanish if I don't know the vocabulary?</li> <li><input type="checkbox"/> How do I understand someone in Spanish who has a different accent and dialect?</li> </ul>		
	<b>Acquisition</b>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pastimes, hobbies, free time, and entertainment.</li> <li><input type="checkbox"/> Immigration and ethnic groups in Spanish-speaking countries, and assimilation into a new culture/language</li> <li><input type="checkbox"/> Fiction, non-fiction, and science fiction, creativity, science, and technology</li> <li><input type="checkbox"/> Personality</li> <li><input type="checkbox"/> The influence of media and social media</li> <li><input type="checkbox"/> The influence of power, beliefs, and ideologies</li> <li><input type="checkbox"/> Beauty, art, aesthetics, and relationships</li> <li><input type="checkbox"/> Lifestyles</li> </ul> </td> <td style="width: 50%;"> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and written form</li> <li><input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck</li> </ul> </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pastimes, hobbies, free time, and entertainment.</li> <li><input type="checkbox"/> Immigration and ethnic groups in Spanish-speaking countries, and assimilation into a new culture/language</li> <li><input type="checkbox"/> Fiction, non-fiction, and science fiction, creativity, science, and technology</li> <li><input type="checkbox"/> Personality</li> <li><input type="checkbox"/> The influence of media and social media</li> <li><input type="checkbox"/> The influence of power, beliefs, and ideologies</li> <li><input type="checkbox"/> Beauty, art, aesthetics, and relationships</li> <li><input type="checkbox"/> Lifestyles</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and written form</li> <li><input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck</li> </ul>	
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pastimes, hobbies, free time, and entertainment.</li> <li><input type="checkbox"/> Immigration and ethnic groups in Spanish-speaking countries, and assimilation into a new culture/language</li> <li><input type="checkbox"/> Fiction, non-fiction, and science fiction, creativity, science, and technology</li> <li><input type="checkbox"/> Personality</li> <li><input type="checkbox"/> The influence of media and social media</li> <li><input type="checkbox"/> The influence of power, beliefs, and ideologies</li> <li><input type="checkbox"/> Beauty, art, aesthetics, and relationships</li> <li><input type="checkbox"/> Lifestyles</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and written form</li> <li><input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck</li> </ul>			

	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>



Course Name Spanish 1

Unit Title Culture

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the Spanish-speaking countries.</li> <li><input type="checkbox"/> Provide information about the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>

	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
<b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in Spanish-speaking countries?</li> </ul>
	Acquisition	
<b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and the Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the Spanish-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in Spanish.</li> <li><input type="checkbox"/> Applying cultural norms of the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of the Spanish speaking-countries.</li> </ul>



Course Name Spanish 1

Unit Title Structure of the Spanish Language

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Spanish pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply basic sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense.</li> </ul>		
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> </ul> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language.</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language.</li> </ul>
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language.</li> </ul>	
	<p style="text-align: center;"><b>Acquisition</b></p> <table border="1"> <tr> <td> <i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Spanish phonetics.</li> </ul> </td> <td> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Spanish letters and phonemes.</li> </ul> </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Spanish phonetics.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Spanish letters and phonemes.</li> </ul>
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Spanish phonetics.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Spanish letters and phonemes.</li> </ul>		

	<ul style="list-style-type: none"> <li><input type="checkbox"/> novice low Spanish sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Conjugate regular AR/ER/IR/Verbs</li> <li><input type="checkbox"/> Conjugate select irregular verbs <b>*May need Mid. Sch. adjustments, especially regarding shoe verbs at U4 and the last Trimester Exam.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying basic sentence structure in the present tense.</li> </ul>
--	--	--



Course Name Spanish 1

Unit Title Communication

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing at a novice low level.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>		
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>	

<p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	<input type="checkbox"/> How do I communicate effectively in Spanish? <input type="checkbox"/> What can I do to understand Spanish better? <input type="checkbox"/> What can I do to be understood better in Spanish?
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <input type="checkbox"/> how to speak and write in Spanish at a novice low level <input type="checkbox"/> how to read and listen in Spanish at a novice low level.	<p><i>Students will be skilled at...</i></p> <input type="checkbox"/> pronunciation of the Spanish language. <input type="checkbox"/> using body language and gestures to enhance communication. <input type="checkbox"/> implementing learned vocabulary to communicate appropriately. <input type="checkbox"/> using basic sentence structure to communicate at a novice level.



Course Name Spanish 1

Unit Title Vocabulary Building

**STAGE 1 | DESIRED RESULTS**

Standards	Context and relevance for student learning	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b></p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a novice low level in Spanish. <input type="checkbox"/> develop a large passive vocabulary on a variety of basic themes in order to understand novice low spoken and written Spanish. <input type="checkbox"/> begin to use circumlocution to talk around words they don't know.	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <input type="checkbox"/> a strong vocabulary is essential for communication in a second language. <input type="checkbox"/> all Spanish nouns have a grammatical gender.	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills? <input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <input type="checkbox"/> Numbers <input type="checkbox"/> Greetings/Farewells <input type="checkbox"/> Describing self and others <input type="checkbox"/> Family vocabulary <input type="checkbox"/> Classroom/School subject vocabulary <input type="checkbox"/> Hobbies and activities <input type="checkbox"/> Meals/Food/Restaurant <input type="checkbox"/> Days, Months, Seasons, Dates <input type="checkbox"/> Weather <input type="checkbox"/> Clothing/Shopping <input type="checkbox"/> Around town	<p><i>Students will be skilled at...</i></p> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading.

	<input type="checkbox"/> Other vocabulary as determined by student and teacher interest and need.	
--	---	--



Course Name Spanish 2

Unit Title Culture

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss cultural similarities between the United States and Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and Spanish-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in</li> </ul>

<b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	Spanish-speaking countries?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about Spanish-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in Spanish.</li> <li><input type="checkbox"/> Applying cultural norms of Spanish-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of Spanish speaking-countries.</li> </ul>



Course Name Spanish 2

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing at an evolving novice low to mid level.</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in Spanish?</li> <li><input type="checkbox"/> What can I do to understand Spanish better?</li> <li><input type="checkbox"/> What can I do to be understood better in Spanish?</li> </ul>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in Spanish at an evolving novice low/mid/high level</li> <li><input type="checkbox"/> how to read and listen in Spanish at an evolving novice low/mid/high level.</li> <li><input type="checkbox"/> Describe a house and household items · Indicate the order of things Talk about chores and responsibilities</li> </ul>	
	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Spanish language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> implementing learned vocabulary to communicate appropriately.</li> <li><input type="checkbox"/> using basic sentence structure to communicate</li> </ul>	

for personal enjoyment and enrichment.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about sports · Talk about whom you know · Talk about what you know · Talk about parts of the body · Express what happened in the past · Talk about staying healthy</li> <li><input type="checkbox"/> Talk about technology · Extend invitations</li> <li><input type="checkbox"/> Talk about your daily routine · Talk about buying souvenirs and vacation activities</li> </ul>	at an evolving novice low mid/high level.
--	---	---



Course Name Spanish 2

Unit Title Structure of the Spanish Language

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Spanish pronunciation and intonation.</li> <li><input type="checkbox"/> Understand and apply basic phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense Spanish.</li> <li><input type="checkbox"/> Understand and apply preterite tense Spanish.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>

through comparisons of the language studied and their own.	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The basics of Spanish phonetics.</li> <li><input type="checkbox"/> Basic Spanish sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure in simple sentences.</li> <li><input type="checkbox"/> Regular and irregular preterite tense sentence structure</li> <li><input type="checkbox"/> Formation and use of informal negative/affirmative commands</li> <li><input type="checkbox"/> Sentence structures with DOPs and IOPs</li> <li><input type="checkbox"/> Proper use of prepositional pronouns</li> <li><input type="checkbox"/> Proper use of demonstrative adjectives</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pronouncing the different Spanish letters and phonemes.</li> <li><input type="checkbox"/> Applying basic sentence structure in the present tense and preterite tense</li> </ul>

--	--	--



Course Name Spanish 2

Unit Title Vocabulary Building

<b>STAGE 1   DESIRED RESULTS</b>	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop an active vocabulary on a variety of basic themes in order to speak and write at a novice-low, developing mid/high level in Spanish.</li> <li><input type="checkbox"/> develop a large passive vocabulary on a variety of basic themes in order to understand basic spoken and written Spanish.</li> <li><input type="checkbox"/> begin to use circumlocution to talk around words they don't know.</li> </ul>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary is essential for communication in a second language</li> <li><input type="checkbox"/> All Spanish nouns have a grammatical gender.</li> </ul> </div> <div style="width: 48%;"> <p style="text-align: center;"><b>MEANING</b></p> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?</li> </ul> </div> </div>

<b>Acquisition</b>	
<p><i>Students will know...</i> <i>How to talk about</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> House vocabulary</li> <li><input type="checkbox"/> Ordinal numbers</li> <li><input type="checkbox"/> Party Planning</li> <li><input type="checkbox"/> Household Chores</li> <li><input type="checkbox"/> Sports &amp; Equipment</li> <li><input type="checkbox"/> Parts of the body</li> <li><input type="checkbox"/> Staying healthy</li> <li><input type="checkbox"/> Outdoor activities</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Places of interest</li> <li><input type="checkbox"/> Daily routine</li> <li><input type="checkbox"/> Vacation</li> <li><input type="checkbox"/> Buying Souvenirs/Bargaining</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> </ul>



**Course Name** Spanish 3/3H

**Unit Title** Communication

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning	
<b>Standards</b>	<b>Transfer</b>
<p><b>ACTFL Standards for Foreign Language Learning</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing at an evolving intermediate level</li> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> </ul>

<p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>
<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in Spanish?</li> <li><input type="checkbox"/> What can I do to understand Spanish better?</li> <li><input type="checkbox"/> What can I do to be understood better in Spanish?</li> </ul>
<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in Spanish at an evolving intermediate level</li> <li><input type="checkbox"/> how to read and listen in Spanish at an evolving intermediate level.</li> <li><input type="checkbox"/> · discuss travel preparations. · give directions. · discuss vacations. · talk about buying gifts, souvenirs</li> <li><input type="checkbox"/> discuss sports events. · talk about ways to stay healthy. retell events from the past.</li> <li><input type="checkbox"/> express opinions about clothing. · talk about shopping and personal needs. · describe past actions and events. · ask for and talk about items in a marketplace</li> <li><input type="checkbox"/> identify and describe ingredients. · discuss food</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Spanish language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary</li> </ul>

	preparations and follow recipes. · give instructions and make recommendations. · order food in a restaurant and describe food and service. <input type="checkbox"/> tell others what to do. · make suggestions. · talk about movies and how they affect them. · make future plans. · express hopes and wishes. · extend and respond to invitations. · talk about technology.	
--	---	--



Course Name Spanish 3/3h

Unit Title Structure

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> Understand and apply Spanish pronunciation and intonation. <input type="checkbox"/> Understand and apply evolving intermediate phrase and sentence structure. <input type="checkbox"/> Understand and apply present tense in Spanish <input type="checkbox"/> Understand and apply preterite tense in Spanish <input type="checkbox"/> Understand and apply imperfect tense in Spanish

<b>the language studied and their own.</b>	<input type="checkbox"/> Understand and apply Spanish formal and informal commands <input type="checkbox"/> Understand and apply present subjunctive Spanish with verbs of hope <input type="checkbox"/> Understand and apply Future Tense in Spanish		
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation  <input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language  <input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.           </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?  <input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language?           </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation <input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language <input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation? <input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language?
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation <input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language <input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation? <input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language?	
<p style="text-align: center;"><b>Acquisition</b></p> <table border="1"> <tr> <td> <i>Students will know...</i>  <input type="checkbox"/> Spanish phonetics.  <input type="checkbox"/> Spanish sentence structure.  <input type="checkbox"/> Present tense sentence structure.  <input type="checkbox"/> Preterite tense sentence structure.  <input type="checkbox"/> Present subjunctive sentence structure.  <input type="checkbox"/> Formation of formal and informal commands.           </td> <td> <i>Students will be skilled at...</i>  <input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect and present subjunctive and future tenses  <input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed.  <input type="checkbox"/> Understanding the uses and differences between por an para           </td> </tr> </table>	<i>Students will know...</i> <input type="checkbox"/> Spanish phonetics. <input type="checkbox"/> Spanish sentence structure. <input type="checkbox"/> Present tense sentence structure. <input type="checkbox"/> Preterite tense sentence structure. <input type="checkbox"/> Present subjunctive sentence structure. <input type="checkbox"/> Formation of formal and informal commands.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect and present subjunctive and future tenses <input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed. <input type="checkbox"/> Understanding the uses and differences between por an para	
<i>Students will know...</i> <input type="checkbox"/> Spanish phonetics. <input type="checkbox"/> Spanish sentence structure. <input type="checkbox"/> Present tense sentence structure. <input type="checkbox"/> Preterite tense sentence structure. <input type="checkbox"/> Present subjunctive sentence structure. <input type="checkbox"/> Formation of formal and informal commands.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect and present subjunctive and future tenses <input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed. <input type="checkbox"/> Understanding the uses and differences between por an para		

	<input type="checkbox"/> Proper use of direct vs. indirect object pronouns <input type="checkbox"/> Imperfect tense sentence structure. <input type="checkbox"/> Futures tense sentence structure <input type="checkbox"/> Using por v para	
--	--	--



Course Name Spanish 3/3H

Unit Title Culture

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the Spanish-speaking countries.</li> <li><input type="checkbox"/> Provide information about the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i> </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and</li> </ul> </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How are the cultures of the United States and</li> </ul>	

<b>relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries that speak the same language</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	Spanish-speaking countries similar and different? <input type="checkbox"/> How does one speak using the proper forms of address in Spanish-speaking countries?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and the Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the Spanish-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in Spanish.</li> <li><input type="checkbox"/> Applying cultural norms of the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of the Spanish-speaking countries</li> </ul>



Course Name Spanish 3/3H

Unit Title Vocabulary

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an evolving intermediate level in Spanish .</li> <li><input type="checkbox"/> develop an increasing vocabulary base on a variety of themes in order to understand spoken and written Spanish.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they don't know.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language</li> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?</li> </ul>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Travel Preparations · At the Airport · Vacation activities ·</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> </ul>

	Vacations lodgings · Buying gifts and souvenirs <input type="checkbox"/> Sporting events · Parts of the body · Personal Care · Daily routine activities <input type="checkbox"/> Shopping · Market/Clothing/Accessories <input type="checkbox"/> Ingredients · Food preparation · Restaurant phrases · Setting the table <input type="checkbox"/> Making movies · By Email · On the telephone · Accept/Decline invitations · Convincing others <input type="checkbox"/> Environment & Conservation <input type="checkbox"/> School Communications <input type="checkbox"/> Family Relationships	<input type="checkbox"/> Understanding learned vocabulary in listening and reading.  <input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form <input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck
--	--	---



Course Name Spanish 4

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing at an evolving mid/high intermediate level</li> </ul>

<p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand the communication of others in both reading and listening.</li> <li><input type="checkbox"/> implement body language and gestures in order to help get their point across.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I communicate effectively in Spanish?</li> <li><input type="checkbox"/> What can I do to understand Spanish better?</li> <li><input type="checkbox"/> What can I do to be understood better in Spanish?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to speak and write in Spanish at an evolving mid/high intermediate level</li> <li><input type="checkbox"/> how to read and listen in Spanish at an evolving mid/high intermediate level.</li> <li><input type="checkbox"/> Talk about themselves and friends · Say what they know how to do · Talk about people and places they know · Describe their daily routine · Make comparisons</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pronunciation of the Spanish language.</li> <li><input type="checkbox"/> using body language and gestures to enhance communication.</li> <li><input type="checkbox"/> expressing written and spoken ideas effectively in a thorough, cohesive manner using active vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tell descriptions, life occurrences and personal stories in the past tense(s).</li> <li><input type="checkbox"/> Describe a camping trip · Talk about what they do with friends · Talk about nature · Talk about family vacations · Describe a place and its climate</li> <li><input type="checkbox"/> Describe volunteer activities · Persuade or influence others · Make requests and recommendations · Express opinions · Talk about media and the community</li> <li><input type="checkbox"/> Discuss technology · Express environmental concerns and possibilities · Make predictions · Discuss cause and effect · Discuss obligations and responsibilities · Express point of view and make recommendations</li> <li><input type="checkbox"/> Describe people · Tell what others do · Express wishes and desires · Describe people and things · Express doubt, denial, and disbelief · Express positive and negative emotions</li> </ul>	
--	--	--

	<input type="checkbox"/> Talk about future plans <input type="checkbox"/> Describe places in your neighborhood, household items and actions	
--	--	--



Course Name Spanish 4

Unit Title Culture

STAGE 1   DESIRED RESULTS				
Context and relevance for student learning				
Standards	Transfer			
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the Spanish-speaking countries.</li> <li><input type="checkbox"/> Provide information about the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>			
	<table border="1"> <thead> <tr> <th>UNDERSTANDINGS</th> <th>ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the</li> </ul> </td> <td> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How the United States and Spanish-speaking countries similar and different?</li> </ul> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the</li> </ul>
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the</li> </ul>	<i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How the United States and Spanish-speaking countries similar and different?</li> </ul>			

<b>the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	Spanish-speaking countries <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultures are different between and among countries</li> <li><input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does one speak using the proper forms of address in Spanish-speaking countries?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and the Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the Spanish-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in Spanish.</li> <li><input type="checkbox"/> Applying cultural norms of the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of the Spanish-speaking countries</li> </ul>



Course Name Spanish 4

Unit Title Structure

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Spanish pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply more complex phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense Spanish.</li> <li><input type="checkbox"/> Understand and apply preterite tense Spanish.</li> <li><input type="checkbox"/> Understand and apply imperfect tense Spanish.</li> <li><input type="checkbox"/> Understand and apply the differences between the preterite and imperfect tenses.</li> <li><input type="checkbox"/> Understand and apply the future tense.</li> <li><input type="checkbox"/> Understand and apply the differences between the prepositions <i>por</i> and <i>para</i>.</li> <li><input type="checkbox"/> Understand and apply Spanish formal and informal commands.</li> <li><input type="checkbox"/> Understand and apply present subjunctive Spanish</li> <li><input type="checkbox"/> Understand and apply subjunctive v. infinitive v. indicative</li> <li><input type="checkbox"/> Understand and apply conditional tense</li> <li><input type="checkbox"/> Understand and apply the perfect tenses (present/past/future perfect)</li> </ul>
<b>Meaning</b>	

	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> <li><input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.</li> <li><input type="checkbox"/> Spanish has two past tenses, which are used in different situations.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish phonetics.</li> <li><input type="checkbox"/> Spanish sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure.</li> <li><input type="checkbox"/> Preterite tense sentence structure.</li> <li><input type="checkbox"/> Future tense sentence structure</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect tense and present subjunctive tense.</li> <li><input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed.</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Imperfect tense sentence structure.</li> <li><input type="checkbox"/> When to use the preterite vs. imperfect tense</li> <li><input type="checkbox"/> More complex present subjunctive sentence structure and uses</li> <li><input type="checkbox"/> Distinguish between use of subjuntivo/infinitivo/indicativo</li> <li><input type="checkbox"/> Formation of formal and informal commands together with pronoun usage. *Nosotros commands NEW at this level</li> <li><input type="checkbox"/> Differences between por and para.</li> <li><input type="checkbox"/> Conditional tense sentence structure</li> <li><input type="checkbox"/> Sentence structure using perfect tenses (present/past/future)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct verb tense, preterite or imperfect, in the correct situations.</li> </ul>
--	--	--



Course Name Spanish 4

Unit Title Vocabulary

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an evolving mid/high intermediate level in Spanish .</li> <li><input type="checkbox"/> develop an increasing vocabulary base on a variety of themes in order to understand spoken and written Spanish.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they don't know.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong vocabulary base is essential for communication in a second language</li> <li><input type="checkbox"/> Solid vocabulary retention and recall require daily practice</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?</li> <li><input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Camping, activities and nature</li> <li><input type="checkbox"/> Family members</li> <li><input type="checkbox"/> Beach</li> <li><input type="checkbox"/> Volunteerism, organizing projects, media, community</li> <li><input type="checkbox"/> Personal characteristics and professions</li> <li><input type="checkbox"/> Environment</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the correct vocabulary in speaking and writing</li> <li><input type="checkbox"/> Understanding learned vocabulary in listening and reading.</li> <li><input type="checkbox"/> Use vocabulary to communicate effectively in verbal and in written form</li> </ul>

	<input type="checkbox"/> Places in your neighborhood, household items and actions	<input type="checkbox"/> Circumlocution skills: learn how to convey meaning when you get stuck
--	---	--



Course Name Spanish 4H (not much revision from Sp4)

Unit Title Communication

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  <b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.	<i>Students will be able to independently use their learning to...</i> <b>Students will independently interpret and communicate meaning in spoken and written Spanish with increasing fluency and confidence. Students will begin to recognize and comprehend a variety of dialects while using culturally appropriate language, gestures, and communication practices to interact effectively in authentic contexts.</b>	
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <b>U1:</b> effective communication in a world language requires cultural awareness, a strong knowledge of language structure, and an evolving vocabulary.               </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <b>E1</b> How do I communicate effectively in Spanish using the knowledge that I have?  <b>E2</b> What can I do to be more easily understood/sound more             </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <b>U1:</b> effective communication in a world language requires cultural awareness, a strong knowledge of language structure, and an evolving vocabulary.
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <b>U1:</b> effective communication in a world language requires cultural awareness, a strong knowledge of language structure, and an evolving vocabulary.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <b>E1</b> How do I communicate effectively in Spanish using the knowledge that I have? <b>E2</b> What can I do to be more easily understood/sound more	

<b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  <b>Standard 5.1:</b> Students use the language both within and beyond the school setting.  <b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		like a native speaker in Spanish?
	<b>Acquisition</b>	
	<i>Students will know...</i> <b>K1</b> The social situations that require formal vs. informal speech. <b>K2</b> The proper placement of accents and other punctuation in Spanish <b>K3</b> The basic differences between two or more dialects of Spanish	<i>Students will be skilled at...</i> <b>S1</b> pronouncing the Spanish language. <b>S2</b> using body language and gestures to enhance communication. <b>S3</b> expressing ideas effectively in writing and speech that is thorough and cohesive <b>S4</b> Appropriately responding to written and/or verbal language <b>S6</b> Making comparisons in both written and verbal formats <b>S7</b> Using past tenses to describe a past occurrence or story




Course Name Spanish 4H (not much revision from Sp4)

Unit Title Culture

**STAGE 1 | DESIRED RESULTS**  
Context and relevance for student learning

Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>Students will independently use their knowledge of Spanish-speaking countries, cultures, and social conventions to interact respectfully and appropriately in diverse Spanish-speaking contexts</b></p>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p><b>U1</b> Cultures are different between and among countries</p> <p><b>U2</b> Cultural differences are not "right" or "wrong" but worthy of respectful discussion.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p><b>E1</b> How are the United States and other Spanish-speaking countries similar and different?</p> <p><b>E2</b> How do gestures/body language/societal expectations impact the language and their use across various environments?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p><b>K1</b> The difference between the formal and informal forms of address in Spanish</p> <p><b>K2</b> The Spanish-speaking countries and their location</p> <p><b>K3</b> Basic information about the Spanish-speaking countries</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Using the correct forms of address in Spanish.</p> <p><b>S2</b> Applying cultural norms of the Spanish-speaking countries.</p> <p><b>S3</b> Discussing cultural differences between the United States and Spanish-speaking countries</p> <p><b>S4</b> Describing characteristics of the Spanish-speaking countries and their different cultures/dialects</p>

		
<b>Course Name</b>	Spanish 4H (revision from Sp4 - grammar topics added)	
<b>Unit Title</b>	Structure	
STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>strategically apply advanced Spanish grammatical structures as they select appropriate linguistic forms to convey nuanced ideas.</b></p>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p><b>U1</b> The structure of the Spanish language is often different from the structure of the English language</p> <p><b>U2</b> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p><b>E1</b> What similarities and differences are there between Spanish and English structures?</p> <p><b>E2</b> How does the structure of our sentences impact how others interpret them?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p><b>K1</b> Spanish sentence structure for the indicative, imperative, and subjunctive moods.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> applying a wide range of verb tenses/structures that</p>

	<p><b>K2</b> The different uses of the preterite vs. imperfect tenses</p> <p><b>K3</b> Structural differences between sentences with por vs. para</p> <p><b>K4</b> Verb forms (both endings and accompanying pronouns) in every tense</p>	<p>match the context of a situation</p> <p><b>S2</b> Forming both formal and informal commands</p> <p><b>S3</b> Using past participles as adjectives and as part of a verb tense</p> <p><b>S4</b> understanding with whom to use formal and informal commands and how they are formed.</p> <p><b>S5</b> making structural comparisons between English and Spanish.</p> <p><b>S6</b> applying the correct verb tenses in the correct situations.</p>
--	---	---



Course Name Spanish 4H (not much revision from Sp4)

Unit Title Vocabulary

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
ACTFL Standards for Foreign Language Learning	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>Students will independently use an expanding Spanish vocabulary and communication strategies to interpret and express increasingly complex ideas.</b></p>
	Meaning

<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p><b>U1</b> A strong vocabulary base is essential for communication in a second language.</p> <p><b>U2</b> Solid vocabulary retention and recall require daily practice.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p><b>E1</b> How do active and passive vocabulary help with the four language learning skills (reading, writing, speaking, listening)?</p> <p><b>E2</b> How can I improve my vocabulary skills/retention in and outside of the classroom?</p>
	<p><i>Students will know vocabulary in the following themes...</i></p> <p><b>K1</b> Camping and nature</p> <p><b>K2</b> Beach and Family</p> <p><b>K3</b> Volunteer activities and the press</p> <p><b>K4</b> How Do We Get Organized?</p> <p><b>K5</b> What Will the Future Be Like?</p> <p><b>K6</b> A Better Future</p> <p><b>K7</b> Who Inspires You?</p> <p><b>K8</b> Who Are Heroes?</p> <p><b>K9</b> Let's communicate between nations</p> <p><b>K10</b> New friends, new opportunities</p> <p><b>K11</b> City Life</p> <p><b>K12</b> Outside of the City</p>	<p><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <p><b>S1</b> Applying the correct vocabulary in speaking and writing</p> <p><b>S2</b> Applying and understanding vocabulary in listening and reading.</p> <p><b>S3</b> Using new words they pick up mid-conversation or from reading or listening to the Spanish language</p> <p><b>S4</b> Convey meaning even when they do not know a particular word in Spanish (i.e. circumlocute)</p>



Course Name Spanish 5

Unit Title Culture

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>  <b>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>  <b>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Locate and identify the Spanish-speaking countries.</li> <li><input type="checkbox"/> Provide information about the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discuss cultural similarities between the United States and the Spanish-speaking countries.</li> <li><input type="checkbox"/> Apply cultural norms while in the Spanish-speaking countries.</li> <li><input type="checkbox"/> Use the formal and informal forms of address.</li> <li><input type="checkbox"/> Gain an appreciation for cultural differences across the globe.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> there are different forms of address (formal/informal) in the Spanish-speaking countries</li> <li><input type="checkbox"/> Cultures are different between and among countries</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> United States and Spanish-speaking countries similar and different?</li> <li><input type="checkbox"/> How does one speak using the proper forms of address in Spanish-speaking countries?</li> </ul>

<b>foreign language and its cultures.</b>  <b>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</b>	<input type="checkbox"/> Cultural differences are not "right" or "wrong." They're simply different.	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The difference between the formal and informal forms of address in Spanish</li> <li><input type="checkbox"/> Cultural differences between the United States and the Spanish-speaking countries</li> <li><input type="checkbox"/> The Spanish-speaking countries and their location</li> <li><input type="checkbox"/> Additional information about the Spanish-speaking countries.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the correct forms of address in Spanish.</li> <li><input type="checkbox"/> Applying cultural norms of the Spanish-speaking countries.</li> <li><input type="checkbox"/> Discussing cultural differences between the United States and Spanish-speaking countries</li> <li><input type="checkbox"/> Describing characteristics of the Spanish-speaking countries</li> </ul>



Course Name Spanish 5

Unit Title Structure

**STAGE 1 | DESIRED RESULTS**  
Context and relevance for student learning

Standards	Transfer	
<b>ACTFL Standards for Foreign Language Learning</b>  <b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>  <b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b>  <b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>  <b>Standard 5.1: Students use the language both within and beyond the school setting.</b>  <b>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply Spanish pronunciation, intonation and prosody.</li> <li><input type="checkbox"/> Understand and apply more complex phrase and sentence structure.</li> <li><input type="checkbox"/> Understand and apply present tense Spanish.</li> <li><input type="checkbox"/> Understand and apply preterite tense Spanish.</li> <li><input type="checkbox"/> Understand and apply imperfect tense Spanish.</li> <li><input type="checkbox"/> Understand and apply Spanish formal and informal commands.</li> <li><input type="checkbox"/> Understand and apply present subjunctive Spanish.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish pronunciation and intonation often differs from English pronunciation and intonation</li> <li><input type="checkbox"/> The structure of the Spanish language is often different from the structure of the English language</li> <li><input type="checkbox"/> Spanish relies much more on agreement (noun/adjective, noun/article) than English does.</li> <li><input type="checkbox"/> Spanish has two past tenses, which are used in different situations.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> What similarities and differences are there between Spanish and English pronunciation and intonation?</li> <li><input type="checkbox"/> What similarities and differences are there between the structure of the Spanish language and the structure of the English language?</li> </ul>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish phonetics.</li> <li><input type="checkbox"/> Spanish sentence structure.</li> <li><input type="checkbox"/> Present tense sentence structure.</li> <li><input type="checkbox"/> Preterite tense sentence structure.</li> <li><input type="checkbox"/> Imperfect tense sentence structure.</li> <li><input type="checkbox"/> When to use the preterite vs. imperfect tense</li> <li><input type="checkbox"/> More complex present subjunctive sentence structure and uses</li> <li><input type="checkbox"/> Differences between por and para.</li> <li><input type="checkbox"/> Use of superlatives and comparatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applying sentence structure in the present tense, preterite tense, imperfect tense and present subjunctive tense.</li> <li><input type="checkbox"/> Understanding with whom to use formal and informal commands and how they are formed.</li> <li><input type="checkbox"/> Applying the correct verb tense, preterite or imperfect, in the correct situations.</li> <li><input type="checkbox"/> Identifying intended meaning for vocabulary used in different Spanish speaking countries</li> </ul>
--	--	--



Course Name Spanish 5

Unit Title Communication

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with others in the Spanish language in both speaking and writing.</li> </ul>

<p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p>	<input type="checkbox"/> understand the communication of others in both reading and listening. <input type="checkbox"/> implement body language and gestures in order to help get their point across.		
	<b>Meaning</b>		
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary. </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> How do I communicate effectively in Spanish?  <input type="checkbox"/> What can I do to understand Spanish better?  <input type="checkbox"/> What can I do to be understood better in Spanish? </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do I communicate effectively in Spanish? <input type="checkbox"/> What can I do to understand Spanish better? <input type="checkbox"/> What can I do to be understood better in Spanish?
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> Effective communication in a world language requires cultural awareness and a good knowledge of language structure and vocabulary.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do I communicate effectively in Spanish? <input type="checkbox"/> What can I do to understand Spanish better? <input type="checkbox"/> What can I do to be understood better in Spanish?	
<b>Acquisition</b>			
<table border="1"> <tr> <td> <i>Students will know...</i>  <input type="checkbox"/> how to speak and write in Spanish at an advanced level  <input type="checkbox"/> how to read and listen in Spanish at an advanced level. </td> <td> <i>Students will be skilled at...</i>  <input type="checkbox"/> pronunciation of the Spanish language.  <input type="checkbox"/> using body language and gestures to enhance communication. </td> </tr> </table>	<i>Students will know...</i> <input type="checkbox"/> how to speak and write in Spanish at an advanced level <input type="checkbox"/> how to read and listen in Spanish at an advanced level.	<i>Students will be skilled at...</i> <input type="checkbox"/> pronunciation of the Spanish language. <input type="checkbox"/> using body language and gestures to enhance communication.	
<i>Students will know...</i> <input type="checkbox"/> how to speak and write in Spanish at an advanced level <input type="checkbox"/> how to read and listen in Spanish at an advanced level.	<i>Students will be skilled at...</i> <input type="checkbox"/> pronunciation of the Spanish language. <input type="checkbox"/> using body language and gestures to enhance communication.		



Course Name Spanish 5

Unit Title Vocabulary

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b></p> <p><b>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b></p> <p><b>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</b></p> <p><b>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Standard 5.1: Students use the language both within and beyond the school setting.</b></p> <p><b>Standard 5.2: Students show evidence of becoming life-long learners by using the language</b></p>	<p><i>Students will be able to independently use their learning to...</i>  <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop and expand on an active vocabulary on a variety of themes in order to speak and write at an intermediate low/mid level in Spanish.</li> <li><input type="checkbox"/> develop an increasing vocabulary base on a variety of themes in order to understand spoken and written Spanish.</li> <li><input type="checkbox"/> continue to use circumlocution to talk around words they don't know.</li> </ul>		
	<b>Meaning</b>		
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> A strong vocabulary base is essential for communication in a second language  <input type="checkbox"/> Solid vocabulary retention and recall require daily practice </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills?  <input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary? </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> A strong vocabulary base is essential for communication in a second language <input type="checkbox"/> Solid vocabulary retention and recall require daily practice	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills? <input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> A strong vocabulary base is essential for communication in a second language <input type="checkbox"/> Solid vocabulary retention and recall require daily practice	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do active and passive vocabulary help with the four language learning skills? <input type="checkbox"/> How do I get my point across in Spanish, if I don't know the vocabulary?	
<b>Acquisition</b>			
<table border="1"> <tr> <td> <i>Students will know...</i>  <input type="checkbox"/> Personal Relationships Vocabulary  <input type="checkbox"/> Nature vocabulary  <input type="checkbox"/> Law vocabulary  <input type="checkbox"/> Workforce Vocabulary  <input type="checkbox"/> Science and technology Vocabulary. </td> <td> <i>Students will be skilled at...</i>  <input type="checkbox"/> Applying the correct vocabulary in speaking and writing  <input type="checkbox"/> Understanding learned vocabulary in listening and reading. </td> </tr> </table>	<i>Students will know...</i> <input type="checkbox"/> Personal Relationships Vocabulary <input type="checkbox"/> Nature vocabulary <input type="checkbox"/> Law vocabulary <input type="checkbox"/> Workforce Vocabulary <input type="checkbox"/> Science and technology Vocabulary.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading.	
<i>Students will know...</i> <input type="checkbox"/> Personal Relationships Vocabulary <input type="checkbox"/> Nature vocabulary <input type="checkbox"/> Law vocabulary <input type="checkbox"/> Workforce Vocabulary <input type="checkbox"/> Science and technology Vocabulary.	<i>Students will be skilled at...</i> <input type="checkbox"/> Applying the correct vocabulary in speaking and writing <input type="checkbox"/> Understanding learned vocabulary in listening and reading.		

<b>for personal enjoyment and enrichment.</b>		<ul style="list-style-type: none"><li>❑ Use vocabulary to communicate effectively in verbal and in written form</li><li>❑ Circumlocution skills: learn how to convey meaning when you get stuck</li></ul>
---	--	---



Course Name Introduction to World Language

Unit Title Introduction to French

STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b> <u>Communication</u></p> <p><b>1.1: Interpersonal Communication</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>1.2: Interpretive Communication</b> Students understand and interpret written and spoken language on a variety of topics.</p> <p><b>1.3: Presentational Communication</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p><b>Students will be able to independently use their learning to...</b> Use basic French language and cultural knowledge to communicate simple ideas and better understand and appreciate how languages and cultures connect as global citizens.</p>		
	<p><b>Meaning</b></p> <table border="1"> <tr> <td> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.</p> <p><b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.</p> <p><b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.</p> </td> <td> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>EQ1</b> How does learning another language help us understand ourselves, people, and cultures around the world?</p> <p><b>EQ2</b> What can language teach us about the perspectives and values of the people who speak the language?</p> <p><b>EQ3</b> What does it mean to be a global citizen?</p> </td> </tr> </table>		<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.</p> <p><b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.</p> <p><b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.</p>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.</p> <p><b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.</p> <p><b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>EQ1</b> How does learning another language help us understand ourselves, people, and cultures around the world?</p> <p><b>EQ2</b> What can language teach us about the perspectives and values of the people who speak the language?</p> <p><b>EQ3</b> What does it mean to be a global citizen?</p>		

Cultures	Acquisition	
<p><b>2.1 Cultural Practices and Perspectives</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><u>Comparisons</u></p> <p><b>4.1 Language Comparisons</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2: Cultural Comparisons</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p><i>Students will know...</i></p> <p><b>K1</b> basic French vocabulary across the following categories:</p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Classroom Interactions</li> <li>Numbers/Time/Basic Descriptions</li> <li>Geographic Topics</li> <li>Culture/Food</li> </ul> <p><b>K2</b> relevant cultural traditions and practices from French-speaking cultures.</p> <p><b>K3</b> how French developed from Latin and the Romans to be part of the Romance language family.</p> <p><b>K4</b> common Latin roots that appear in both French and English.</p> <p><b>K5</b> countries and regions of the world where French is spoken.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> pronouncing basic French sounds and words so that they are understandable.</p> <p><b>S2</b> participating in simple conversations using greetings, introductions, and basic expressions.</p> <p><b>S3</b> interpreting basic written or spoken French in context (e.g. signs, menus, short interactions, etc.)</p> <p><b>S4</b> describing cultural practices and practices from French-speaking regions.</p> <p><b>S5</b> recognizing where French appears in the modern world (e.g. media, technology, travel)</p> <p><b>S6</b> comparing basic features of French and English pronunciation, vocabulary, sentence structure, and culture.</p>



STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>ACTFL Standards for Foreign Language Learning</b> <u>Communication</u></p> <p><b>1.1: Interpersonal Communication</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>1.2: Interpretive Communication</b> Students understand and interpret written and spoken language on a variety of topics.</p> <p><b>1.3: Presentational Communication</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><u>Cultures</u></p>	<p><b>Students will be able to independently use their learning to...</b> Students will use basic German language and cultural knowledge to communicate ideas and explore how language connects to culture.</p>		
	<p><b>Meaning</b></p> <table border="1"> <tr> <td> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.</p> <p><b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.</p> <p><b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.</p> </td> <td> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>EQ1</b> How does learning another language help us understand ourselves, people, and cultures around the world?</p> <p><b>EQ2</b> What can language teach us about the perspectives and values of the people who speak the language?</p> <p><b>EQ3</b> What does it mean to be a global citizen?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.</p> <p><b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.</p> <p><b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>EQ1</b> How does learning another language help us understand ourselves, people, and cultures around the world?</p> <p><b>EQ2</b> What can language teach us about the perspectives and values of the people who speak the language?</p> <p><b>EQ3</b> What does it mean to be a global citizen?</p>
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.</p> <p><b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.</p> <p><b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>EQ1</b> How does learning another language help us understand ourselves, people, and cultures around the world?</p> <p><b>EQ2</b> What can language teach us about the perspectives and values of the people who speak the language?</p> <p><b>EQ3</b> What does it mean to be a global citizen?</p>	
<p><b>Acquisition</b></p>			

<p><b>2.1: Practices and Perspectives</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><b>2.2: Products and Perspectives</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p><u>Connections</u></p> <p><b>3.1: Connections to Other Disciplines</b> Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><u>Comparisons</u></p> <p><b>4.1: Language Comparisons</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2: Cultural Comparisons</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p><i>Students will know...</i></p> <p><b>K1</b> basic German vocabulary across the following categories:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Classroom Interactions</li> <li>• Numbers/Time/Basic Descriptions</li> <li>• Geographic Topics</li> <li>• Culture/Food</li> </ul> <p><b>K2</b> relevant cultural practices and products from German-speaking cultures.</p> <p><b>K3</b> how German relates to Latin and the Romans historically, geographically, and culturally.</p> <p><b>K4</b> how German compares to English in pronunciation, vocabulary, and structure.</p> <p><b>K5</b> countries and regions of the world where French is spoken.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> pronouncing basic German sounds and words so that they are understandable.</p> <p><b>S2</b> participating in simple conversations using greetings, introductions, and basic expressions.</p> <p><b>S3</b> interpreting basic written or spoken German in context (such as signs, menus, short interactions, etc.).</p> <p><b>S4</b> describing cultural practices and practices from German-speaking regions.</p> <p><b>S5</b> recognizing where French appears in the modern world (e.g. media, technology, travel)</p> <p><b>S6</b> comparing basic features of French and English pronunciation, vocabulary, sentence structure, and culture.</p>
---	---	--



STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ACTFL Standards for Foreign Language Learning</b> <b>Communication</b> <b>1.1: Interpersonal Communication</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. <b>1.2: Interpretive Communication</b> Students understand and interpret written and spoken language on a variety of topics. <b>1.3: Presentational Communication</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<b>Students will be able to independently use their learning to...</b> Students will use basic German language and cultural knowledge to communicate ideas and explore how language connects to culture.
	<b>Meaning</b> <b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <b>U1</b> learning another language allows people to appreciate, communicate, and connect with cultures around the world.  <b>U2</b> languages share patterns and roots, and understanding these connections can help people learn new words and ideas.  <b>U3</b> Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.

Cultures	Acquisition	
	Students will know...	Students will be skilled at...
<b>2.1: Practices and Perspectives</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. <b>2.2: Products and Perspectives</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.  <b>Connections</b> <b>3.1: Connections to Other Disciplines</b> Students reinforce and further their knowledge of other disciplines through the foreign language.  <b>Comparisons</b> <b>4.1: Language Comparisons</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. <b>4.2: Cultural Comparisons</b> Students demonstrate understanding of the concept of culture through comparisons of the	<b>K1</b> basic Spanish vocabulary across the following categories: <ul style="list-style-type: none"> <li>Greetings</li> <li>Classroom Interactions</li> <li>Numbers/Time/Basic Descriptions</li> <li>Geographic Topics</li> <li>Culture/Food</li> </ul>	<b>S1</b> pronouncing basic Spanish sounds and words so that they are understandable.  <b>S2</b> participating in simple conversations using greetings, introductions, and basic expressions.  <b>S3</b> interpreting basic written or spoken Spanish in context (e.g. signs, menus, short interactions, etc.)  <b>S4</b> describing cultural practices and practices from Spanish-speaking regions.  <b>S5</b> recognizing where Spanish appears in the modern world (e.g. media, technology, travel)
	<b>K2</b> relevant cultural traditions and practices from Spanish-speaking cultures.	<b>S6</b> comparing basic features of Spanish and English pronunciation, vocabulary, sentence structure, and culture.
	<b>K3</b> how Spanish developed from Latin and the Romans to be part of the Romance language family.	
	<b>K4</b> common Latin roots that appear in both Spanish and English.	
	<b>K5</b> countries and regions of the world where Spanish is spoken.	

cultures studied and their own.		
---------------------------------	--	--



Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Volume 1 Unit 1 Argue

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b> ELD-SIK-3 Argue • Ask questions about others' opinions	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<table border="1"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> words support opinions  <input type="checkbox"/> words express ideas  <input type="checkbox"/> words provide solutions using evidence and reasoning                             </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> How do our words help us share what we believe and learn from what others think?                             </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> words support opinions <input type="checkbox"/> words express ideas <input type="checkbox"/> words provide solutions using evidence and reasoning
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> words support opinions <input type="checkbox"/> words express ideas <input type="checkbox"/> words provide solutions using evidence and reasoning	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do our words help us share what we believe and learn from what others think?	
<b>Acquisition</b>		

<ul style="list-style-type: none"> <li>• Support own opinions with reasons</li> <li>• Clarify and elaborate ideas based on feedback</li> <li>• Defend change in one's own thinking</li> <li>• Revise one's own opinions based on new information</li> </ul>	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to ask questions about other's opinions</li> <li><input type="checkbox"/> I know how to support my own opinions with reasons</li> <li><input type="checkbox"/> I know how to clarify and elaborate ideas based on feedback</li> <li><input type="checkbox"/> I know how to defend a change in my own thinking</li> <li><input type="checkbox"/> I know how to revise my own opinion based upon new information</li> </ul>	<i>Students will be skilled at...</i> Interpretive: Active Listening and Reading <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the purpose of sharing opinions.</li> <li><input type="checkbox"/> I can use prior knowledge and context to determine the meaning of unknown words.</li> <li><input type="checkbox"/> I can listen attentively to classmates' ideas.</li> </ul> Expressive/Productive: Speaking and Writing <ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate written and spoken examples for academic words using complete sentences.</li> <li><input type="checkbox"/> I can ask questions about others' opinions and answer questions to share one's own opinion.</li> <li><input type="checkbox"/> I can internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li><input type="checkbox"/> I can write brief constructed responses that introduce a topic, state a claim, and support the claim with a reason.</li> </ul>
---	---	--



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD Standard 1: Language for Social and Instructional Purposes</b></p> <p><b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> <li>Define and classify objects or concepts</li> <li>Describe characteristics, patterns, or behaviors</li> <li>Describe parts and wholes</li> <li>Sort, clarify, and summarize ideas</li> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>read, write, listen and speak in English</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>words provide factual information by classifying, describing, or summarizing</li> <li>word can give an account of how things work</li> <li>word can give an account of why things happen</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How do we use language to turn our observations into information others can understand?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>I know how to define and classify objects or concepts.</li> <li>I know how to describe characters, patterns, or behaviors.</li> <li>I can use descriptive language to break down a concept into</li> </ul>	
	<p>Students will be skilled at...</p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>I can identify the purpose of informing others.</li> </ul>	

<ul style="list-style-type: none"> <li>Share initial thinking with others</li> <li>Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>Compare and contrast objects or concepts</li> <li>Offer ideas and suggestions</li> <li>Act on feedback to revise understandings of how or why something works</li> </ul>	<p>its parts and summarize how they work as a whole</p> <ul style="list-style-type: none"> <li>I know how to sort, clarify, and summarize ideas</li> <li>I know how to summarize information from interaction with others and from learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can use prior knowledge and context to determine the meaning of unknown words.</li> <li>I can listen attentively to classmates' ideas</li> <li>I can identify the purpose of explaining how and why</li> </ul> <p>Expressive/Productive: Speaking and Writing</p> <ul style="list-style-type: none"> <li>I can generate written and spoken examples for academic words using complete sentences.</li> <li>I can ask and answer questions about characteristics and attributes of familiar objects and concepts.</li> <li>I can internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li>I can write brief constructed responses that introduce a topic and provide a detail to classify objects or describe characteristics.</li> <li>I can ask and answer questions to share initial thinking with others.</li> <li>I can write brief constructed responses that introduce a</li> </ul>
---	---	--

		topic and provide details to offer ideas or suggestions.
--	--	--



Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Unit 4 - Narrate

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b> ELD-SI.K-3.Narrate • Discuss how stories might end or next steps  <b>ELD Standard 2: Language for Language Arts</b> <b>English Language Development Standard 2: English language</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> words tell real or imaginary stories <input type="checkbox"/> words describe events <input type="checkbox"/> word describer personal experiences	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do we use characters and events to share a message with our audience?
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> I know how to discuss how stories might en or next steps <input type="checkbox"/> I know how to identify the central message from key details	<i>Students will be skilled at...</i> Interpretive: Active Listening and Reading <input type="checkbox"/> I can identify the purpose of telling stories.

<b>learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</b> ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event  ELD-LA.1.Narrate.Expressive Construct language arts narratives that: • Orient audience to story • Develop story events • Engage and adjust for audience	<input type="checkbox"/> I know how to identify how character attributes and actions contribute to an event <input type="checkbox"/> I know how to orient audience to a story <input type="checkbox"/> I know how to develop story events <input type="checkbox"/> I know how to engage and adjust for audience	<input type="checkbox"/> I can use prior knowledge and context to determine the meaning of unknown words. <input type="checkbox"/> I can listen attentively to classmates' ideas. <b>Expressive/Productive: Speaking and Writing</b> <input type="checkbox"/> I can generate written and spoken examples for academic words using complete sentences. <input type="checkbox"/> I can ask and answer questions to share ideas about one's own experiences. <input type="checkbox"/> I can internalize new academic language by reusing it in meaningful ways in speaking activities. <input type="checkbox"/> I can write brief constructed responses to share personal experiences or recount ideas. <input type="checkbox"/> I can create visuals that connect with the story and add meaning.
---	--	--



Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Volume 2- Unit 1 Argue

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b> ELD-SIK-3 Argue <ul style="list-style-type: none"> <li>• Ask questions about others' opinions</li> <li>• Support own opinions with reasons</li> <li>• Clarify and elaborate ideas based on feedback</li> <li>• Defend change in one's own thinking</li> <li>• Revise one's own opinions based on new information</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> words support opinions</li> <li><input type="checkbox"/> words express ideas</li> <li><input type="checkbox"/> words provide solutions using evidence and reasoning</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use our words to share what we think and learn from the ideas of others?</li> </ul>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to ask questions about other's opinions</li> <li><input type="checkbox"/> I know how to support my own opinions with reasons</li> <li><input type="checkbox"/> I know how to clarify and elaborate ideas based on feedback</li> <li><input type="checkbox"/> I know how to defend a change in my own thinking</li> </ul>	<i>Students will be skilled at...</i> Interpretive: Active Listening and Reading <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the purpose of sharing opinions.</li> <li><input type="checkbox"/> I can use prior knowledge and context to determine the meaning of unknown words.</li> </ul>

	<input type="checkbox"/> I know how to revise my own opinion based upon new information	<input type="checkbox"/> I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing <ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate written and spoken examples for academic words using complete sentences.</li> <li><input type="checkbox"/> I can ask questions about others' opinions and answer questions to share one's own opinion.</li> <li><input type="checkbox"/> I can internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li><input type="checkbox"/> I can write brief constructed responses that introduce a topic, state a claim, and support the claim with a reason.</li> </ul>
--	---	--



Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 2- Volume 2 -Unit 2 Inform/Unit 3 - Inform

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD Standard 1: Language for Social and Instructional Purposes</b></p> <p><b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> <li>Define and classify objects or concepts</li> <li>Describe characteristics, patterns, or behaviors</li> <li>Describe parts and wholes</li> <li>Sort, clarify, and summarize ideas</li> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> <li>Share initial thinking with others</li> <li>Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>Compare and contrast objects or concepts</li> <li>Offer ideas and suggestions</li> <li>Act on feedback to revise</li> </ul>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>read, write, listen and speak in English</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>words provide factual information by classifying, describing, or summarizing</li> <li>word can give an account of how things work</li> <li>word can give an account of why things happen</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How do our words help us turn what we see into information others can understand?</li> </ul>
	<b>Acquisition</b>	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>I know how to define and classify objects or concepts.</li> <li>I know how to describe characters, patterns, or behaviors.</li> <li>I know how to describe parts and wholes.</li> <li>I know how to sort, clarify, and summarize ideas</li> <li>I know how to summarize information from interaction with others and from learning experiences.</li> </ul>	
	<p>Students will be skilled at...</p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>I can identify the purpose of informing others.</li> <li>I can use prior knowledge and context to determine the meaning of unknown words.</li> <li>I can listen attentively to classmates' ideas</li> <li>I can identify the purpose of explaining how and why</li> </ul> <p>Expressive/Productive: Speaking and Writing</p> <ul style="list-style-type: none"> <li>I can generate written and spoken examples for academic</li> </ul>	

<p>understandings of how or why something works</p>		<p>words using complete sentences.</p> <ul style="list-style-type: none"> <li>I can ask and answer questions about characteristics and attributes of familiar objects and concepts.</li> <li>I can internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li>I can write brief constructed responses that introduce a topic and provide a detail to classify objects or describe characteristics.</li> <li>I can ask and answer questions to share initial thinking with others.</li> <li>I can write brief constructed responses that introduce a topic and provide a detail to offer ideas or suggestions.</li> </ul>
---	--	---



Course Name ELD, Kindergarten & 1st Grade

Unit Title Trimester 1- Volume 2 -Unit 4 - Narrate

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b> ELD-SI.K-3.Narrate <ul style="list-style-type: none"> <li>• Discuss how stories might end or next steps</li> </ul> <b>ELD Standard 2: Language for Language Arts</b> <b>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</b> ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by <ul style="list-style-type: none"> <li>• Identifying a central message from key details</li> <li>• Identifying how character attributes and actions contribute to an event</li> </ul> ELD-LA.1.Narrate.Expressive Construct	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> words tell real or imaginary stories</li> <li><input type="checkbox"/> words describe events</li> <li><input type="checkbox"/> word describer personal experiences</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use characters and events to tell a story that people want to hear?</li> </ul>
Acquisition		
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to discuss how stories might end or next steps</li> <li><input type="checkbox"/> I know how to identify the central message from key details</li> <li><input type="checkbox"/> I know how to identify how character attributes and actions contribute to an event</li> <li><input type="checkbox"/> I know how to orient audience to a story</li> <li><input type="checkbox"/> I know how to develop story events</li> <li><input type="checkbox"/> I know how to engage and adjust for audience</li> </ul>	<i>Students will be skilled at...</i> Interpretive: Active Listening and Reading <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the purpose of telling stories.</li> <li><input type="checkbox"/> I can use prior knowledge and context to determine the meaning of unknown words.</li> <li><input type="checkbox"/> I can listen attentively to classmates' ideas.</li> </ul> Expressive/Productive: Speaking and Writing <ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate written and spoken examples for academic words using complete sentences.</li> <li><input type="checkbox"/> I can ask and answer questions to share ideas about one's own experiences.</li> </ul>	

language arts narratives that: <ul style="list-style-type: none"> <li>• Orient audience to story</li> <li>• Develop story events</li> <li>• Engage and adjust for audience</li> </ul>	<input type="checkbox"/> I can internalize new academic language by reusing it in meaningful ways in speaking activities.
	<input type="checkbox"/> I can write brief constructed responses to share personal experiences or recount ideas.
	<input type="checkbox"/> I can create visuals that connect with the story and add meaning.



Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 1- Unit 1 - Argue

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b> ELD-SI.K-3.Argue	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> words supports opinions, ideas, or solutions using evidence and reasoning</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use words and reasons to share what we believe and understand what others think?</li> </ul>

<ul style="list-style-type: none"> <li>• Ask questions about others' opinions</li> <li>• Support own opinions with reasons</li> </ul>	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to ask questions about others' opinions</li> <li><input type="checkbox"/> how to support their own opinions with reasons</li> </ul>	<i>Students will be skilled at...</i> <p><b>Interpretive: Active Listening and Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the purpose of opinion speaking and writing.</li> <li><input type="checkbox"/> Use prior knowledge and context to determine the meaning of unknown words.</li> <li><input type="checkbox"/> Listen attentively and take notes on classmates' ideas.</li> <li><input type="checkbox"/> Read and mark text to understand the structure and identify elements of opinion writing.</li> </ul> <p><b>Expressive/Productive: Speaking and Writing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Generate written and spoken examples for academic words using complete sentences.</li> <li><input type="checkbox"/> Ask and answer questions about others' opinions and share one's own opinion.</li> <li><input type="checkbox"/> Internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li><input type="checkbox"/> Discuss the elements of opinion writing using academic vocabulary and complete sentences.</li> </ul>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Write brief constructed responses each with an opinion and two supporting reasons.</li> <li><input type="checkbox"/> Ask questions about what others have shared and restate ideas.</li> </ul>
--	--	--

**Course Name** ELD, 2nd and 3rd grade



**Unit Title** Trimester 2- Unit 2 - Inform/Unit 3 - Explain

<b>STAGE 1   DESIRED RESULTS</b>		
<i>Context and relevance for student learning</i>		
<b>Standards</b>	<b>Transfer</b>	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b> ELD-SI.K-3.Inform <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or</li> </ul>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> words provide factual information by classifying, describing, or summarizing</li> <li><input type="checkbox"/> words give an account of how things work</li> <li><input type="checkbox"/> words give an account of why things happen</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does the way we organize our information change how others understand it?</li> </ul>
	<b>Acquisition</b>	

<p>behavior</p> <ul style="list-style-type: none"> <li>Describe parts and wholes</li> <li>Sort, clarify, and summarize ideas</li> </ul> <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> <li>Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>Compare and contrast objects or concepts</li> <li>Offer ideas and suggestions</li> <li>Act on feedback to revise understandings of how or why something works</li> </ul> <p><b>ELD Standard 2: Language for Language Arts</b>  <b>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</b></p> <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Interpret informational texts in language arts by:</p> <ul style="list-style-type: none"> <li>Describing relationship between a series of events, ideas or concepts, or procedural steps</li> </ul>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>I know how to define and classify objects or concepts.</li> <li>I know how to describe characteristics, patterns, or behavior</li> <li>I know how to describe parts and wholes.</li> <li>I know how to sort, clarify, and summarize ideas.</li> <li>I know how to follow and describe cycles in diagrams, steps in procedures, or causes and effects.</li> <li>I know how to compare and contrast objects or concepts.</li> <li>I know how to offer ideas and suggestions.</li> <li>I know how to act on feedback to revise understandings of how or why something works.</li> </ul>	<p>Students will be skilled at...</p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>I can determine the purpose of informative speaking and writing.</li> <li>I can use prior knowledge and context to determine the meaning of unknown words.</li> <li>I can listen attentively and take notes on classmates' ideas.</li> <li>I can read and mark text to understand the structure and identify elements of informational writing.</li> <li>I can determine the purpose of explanatory speaking and writing.</li> <li>I can read and mark text to understand the structure and identify elements of explanatory writing.</li> </ul> <p>Expressive/Productive: Speaking and Writing</p> <ul style="list-style-type: none"> <li>I can generate written and spoken examples for academic words using complete sentences.</li> <li>I can ask and answer questions to share information.</li> <li>I can internalize new academic language by reusing it in</li> </ul>
---	--	--

		<p>meaningful ways in speaking activities.</p> <ul style="list-style-type: none"> <li>I can describe characteristics and compare and contrast topics in speaking and writing.</li> <li>I can ask and answer questions to explain.</li> <li>I can share initial thinking and describe steps in procedures when speaking and writing.</li> </ul>
--	--	--



Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 3- Unit 4

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
<b>Standards</b> <b>ELD Standard 2: Language for Language Arts</b> <b>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</b>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> Words tell imaginary stories by describing events or personal experiences.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do characters' choices and the things that happen to them help us understand the lesson of a story?
<b>Acquisition</b>		

<p>ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by:</p> <ul style="list-style-type: none"> <li>Identifying a central message from key details</li> <li>Identifying how character attributes and actions contribute to event sequences</li> </ul>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>I know how to identify a central message from key details.</li> <li>I know how to identify how character attributes and actions contribute to even sequences.</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>I can identify the purpose of telling stories.</li> <li>I can use prior knowledge and context to determine the meaning of unknown words.</li> <li>I can listen attentively to classmates' ideas.</li> </ul> <p>Expressive/Productive: Speaking and Writing</p> <ul style="list-style-type: none"> <li>I can generate written and spoken examples for academic words using complete sentences.</li> <li>I can ask and answer questions to share ideas about one's own experiences.</li> <li>I can internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li>I can write brief constructed responses to share personal experiences or recount ideas.</li> <li>I can create visuals that connect with the story and add meaning.</li> </ul>
--	---	--



Course Name ELD, 2nd and 3rd grade

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Trimester 1- Volume 2 - Unit 1 - Argue

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
<p><b>Standards</b></p> <p><b>ELD Standard 1: Language for Social and Instructional Purposes</b></p> <p><b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> <li>Ask questions about others' opinions</li> <li>Support own opinions with reasons</li> </ul>	<p><b>Transfer</b></p>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen and speak in English</li> </ul>	
	<p><b>Meaning</b></p>	
	<table border="0" style="width: 100%;"> <tr> <td data-bbox="618 1520 963 1633"> <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>words supports opinions, ideas, or solutions using evidence and reasoning</li> </ul> </td> <td data-bbox="963 1520 1304 1633"> <p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do reasons and questions help us share what we believe and learn from others?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>words supports opinions, ideas, or solutions using evidence and reasoning</li> </ul>
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>words supports opinions, ideas, or solutions using evidence and reasoning</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do reasons and questions help us share what we believe and learn from others?</li> </ul>	
<p><b>Acquisition</b></p>		
<table border="0" style="width: 100%;"> <tr> <td data-bbox="618 1654 963 1915"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>how to ask questions about others' opinions</li> <li>how to support their own opinions with reasons</li> </ul> </td> <td data-bbox="963 1654 1304 1915"> <p><i>Students will be skilled at...</i></p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>Determine the purpose of opinion speaking and writing.</li> <li>Use prior knowledge and context to determine the meaning of unknown words.</li> <li>Listen attentively and take notes on classmates' ideas.</li> <li>Read and mark text to understand the structure and</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>how to ask questions about others' opinions</li> <li>how to support their own opinions with reasons</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>Determine the purpose of opinion speaking and writing.</li> <li>Use prior knowledge and context to determine the meaning of unknown words.</li> <li>Listen attentively and take notes on classmates' ideas.</li> <li>Read and mark text to understand the structure and</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>how to ask questions about others' opinions</li> <li>how to support their own opinions with reasons</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li>Determine the purpose of opinion speaking and writing.</li> <li>Use prior knowledge and context to determine the meaning of unknown words.</li> <li>Listen attentively and take notes on classmates' ideas.</li> <li>Read and mark text to understand the structure and</li> </ul>	

		<p>identify elements of opinion writing.</p> <p>Expressive/Productive: Speaking and Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Generate written and spoken examples for academic words using complete sentences.</li> <li><input type="checkbox"/> Ask questions about others' opinions and share one's own opinion.</li> <li><input type="checkbox"/> Internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li><input type="checkbox"/> Discuss the elements of opinion writing using academic vocabulary and complete sentences.</li> <li><input type="checkbox"/> Write brief constructed responses each with an opinion and two supporting reasons.</li> <li><input type="checkbox"/> Ask questions about what others have shared and restate ideas.</li> </ul>
--	--	---



Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 2- Volume 2 -Unit 2 - Inform/Unit 3 - Explain

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD Standard 1: Language for Social and Instructional Purposes</b></p> <p><b>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> </ul> <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> words provide factual information by classifying, describing, or summarizing</li> <li><input type="checkbox"/> words give an account of how things work</li> <li><input type="checkbox"/> words give an account of why things happen</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use facts, patterns, and steps to make the world clear for others?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to define and classify objects or concepts.</li> <li><input type="checkbox"/> I know how to describe characteristics, patterns, or behavior</li> <li><input type="checkbox"/> I know how to describe parts and wholes.</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Interpretive: Active Listening and Reading</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine the purpose of informative speaking and writing.</li> </ul>

<ul style="list-style-type: none"> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p><b>ELD Standard 2: Language for Language Arts</b>  <b>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</b>  ELD-LA.2-3.Inform.Interpretive  Interpret informational texts in language arts by:</p> <ul style="list-style-type: none"> <li>• Describing relationship between a series of events, ideas or concepts, or procedural steps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to sort, clarify, and summarize ideas.</li> <li><input type="checkbox"/> I know how to follow and describe cycles in diagrams, steps in procedures, or causes and effects.</li> <li><input type="checkbox"/> I know how to compare and contrast objects or concepts.</li> <li><input type="checkbox"/> I know how to offer ideas and suggestions.</li> <li><input type="checkbox"/> I know how to act on feedback to revise understandings of how or why something works.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use prior knowledge and context to determine the meaning of unknown words.</li> <li><input type="checkbox"/> I can listen attentively and take notes on classmates' ideas.</li> <li><input type="checkbox"/> I can read and mark text to understand the structure and identify elements of informational writing.</li> <li><input type="checkbox"/> I can determine the purpose of explanatory speaking and writing.</li> <li><input type="checkbox"/> I can read and mark text to understand the structure and identify elements of explanatory writing.</li> </ul> <p>Expressive/Productive: Speaking and Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can generate written and spoken examples for academic words using complete sentences.</li> <li><input type="checkbox"/> I can ask and answer questions to share information.</li> <li><input type="checkbox"/> I can internalize new academic language by reusing it in meaningful ways in speaking activities.</li> <li><input type="checkbox"/> I can describe characteristics and compare and contrast topics in speaking and writing.</li> <li><input type="checkbox"/> I can ask and answer questions to explain.</li> </ul>
---	---	---

		<input type="checkbox"/> I can share initial thinking and describe steps in procedures when speaking and writing.
--	--	---



Course Name ELD, 2nd and 3rd grade

Unit Title Trimester 3- Volume 2 -Unit 4

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 2: Language for Language Arts</b> <b>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</b> ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by: <ul style="list-style-type: none"> <li>• Identifying a central message from key details</li> <li>• Identifying how character attributes and actions contribute to event sequences</li> </ul>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Words tell imaginary stories by describing events or personal experiences.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do characters and their choices help us discover the message of a story?</li> </ul>
<b>Acquisition</b>		
<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to identify a central message from key details.</li> <li><input type="checkbox"/> I know how to identify how character attributes and actions contribute to even sequences.</li> </ul>	<i>Students will be skilled at...</i> Interpretive: Active Listening and Reading <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the purpose of telling stories.</li> </ul>	

		<input type="checkbox"/> I can use prior knowledge and context to determine the meaning of unknown words. <input type="checkbox"/> I can listen attentively to classmates' ideas. Expressive/Productive: Speaking and Writing <input type="checkbox"/> I can generate written and spoken examples for academic words using complete sentences. <input type="checkbox"/> I can ask and answer questions to share ideas about one's own experiences. <input type="checkbox"/> I can internalize new academic language by reusing it in meaningful ways in speaking activities. <input type="checkbox"/> I can write brief constructed responses to share personal experiences or recount ideas. <input type="checkbox"/> I can create visuals that connect with the story and add meaning.
--	--	---



Course Name ELD, 4th and 5th Grade

Unit Title Year 1 Trimester 1- Unit 1 Welcome to School

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
<b>Standards</b> <b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development</b> <u>ELD-SI.4-12.Inform</u> • Summarize most important aspects of information  <u>ELD-SI.4-12.Explain</u> • Generate and convey initial thinking  <b>ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.</b> <u>ELD-LA.4-5.Argue, Interpretive</u> Interpret language arts arguments by • Analyzing details and examples for key attributes, qualities, and	<b>Transfer</b> <i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English  <b>Meaning</b> <b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> school is a positive learning environment for multilingual learners <input type="checkbox"/> knowing about my school and classmates will help foster a positive learning environment  <b>Acquisition</b> <i>Students will know...</i> <input type="checkbox"/> to summarize the most important aspects of information <input type="checkbox"/> to generate and convey initial thinking	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do we use clear information and precise descriptions to share our knowledge of the school with others?  <i>Students will be skilled at...</i> <input type="checkbox"/> I can ask and answer questions about school. <input type="checkbox"/> I can introduce myself to new people.

<p>characteristics</p> <p><u>ELD-LA.4-5-Inform.Expressive</u> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Establish objective or neutral stance</li> <li>• Add precision and details to define, describe, compare, and classify topic and/or entity</li> <li>• Develop coherence and cohesion throughout text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> to identify and summarize main ideas and key details</li> <li><input type="checkbox"/> to analyze details and examples for key attributes, qualities, and characteristics</li> <li><input type="checkbox"/> to introduce and define topic and/or entity for audience</li> <li><input type="checkbox"/> to establish objective or neutral stance</li> <li><input type="checkbox"/> to add precision and details to define, describe, compare, and classify topic and/or entity</li> <li><input type="checkbox"/> to develop coherence and cohesion throughout text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can correctly use the alphabet and will write using uppercase for proper nouns</li> <li><input type="checkbox"/> I can say and write sentences with numbers 0-100.</li> <li><input type="checkbox"/> I can interview a classmate and write about their responses.</li> <li><input type="checkbox"/> I can read and write about people at school and what they do.</li> <li><input type="checkbox"/> I can write a list of the supplies I need for school.</li> <li><input type="checkbox"/> I can read, talk and write about what I do at school.</li> <li><input type="checkbox"/> I can read and write about where things happen at school.</li> <li><input type="checkbox"/> I can read and create a bar graph and write about it.</li> <li><input type="checkbox"/> I can write about my school schedule.</li> <li><input type="checkbox"/> I can read a text about the cafeteria and write the steps for getting food in the cafeteria.</li> <li><input type="checkbox"/> I can create a school map and write directions.</li> <li><input type="checkbox"/> I can create a poster and use the correct volume when I present.</li> </ul>
--	--	--



Course Name ELD, 4th and 5th Grade

**EAST  
PENN**  
SCHOOL DISTRICT

Unit Title Year 1 Trimester 2- Unit 3 **Community Voices**

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development</b> <u>ELD-SI.4-12.Narrate</u> • Recount and restate ideas to sustain and move dialogue forward</p> <p><u>ELD-SI.4-12.Explain</u> • Act on feedback to revise understandings of how or why something is or works in particular ways</p> <p><u>ELD-SI.4-12.Argue</u> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> it is important to learn about my community</li> <li><input type="checkbox"/> community can mean different things to different people and groups.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use logic, evidence, and the voices of others to define and improve our community?</li> </ul>
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to recount and restate ideas to sustain and move dialogue forward</li> <li><input type="checkbox"/> how to act on feedback to revise understandings of how or why something is or works in particular ways</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can ask and answer questions about the community.</li> <li><input type="checkbox"/> I can ask, answer and write about places in my community.</li> <li><input type="checkbox"/> I can read and write about transportation in communities.</li> <li><input type="checkbox"/> I can read a community map and create and write about a community map.</li> </ul>	

<p>feedback</p> <ul style="list-style-type: none"> <li>Evaluate changes in thinking, identifying trade-offs</li> <li>Refine claims and reasoning based on new information or evidence</li> </ul> <p><b>ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p><u>ELD-LA.4-5.Narrative, Interpretive</u> Interpret language arts arguments by:</p> <ul style="list-style-type: none"> <li>Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes</li> </ul> <p><u>ELD-LA.4-5.Argue, Interpretive</u> Interpret language arts arguments by:</p> <ul style="list-style-type: none"> <li>Identifying main ideas</li> <li>Evaluating how details, reasons, and evidence support particular points in a text</li> </ul> <p><u>ELD-LA.4-5.Argue, Expressive</u> Construct language arts arguments that:</p> <ul style="list-style-type: none"> <li>Introduce and develop a topic</li> </ul>	<ul style="list-style-type: none"> <li>how to generate questions about different perspectives</li> <li>how to support or challenge an opinion, premise, or interpretation</li> <li>how to clarify and elaborate ideas based on feedback</li> <li>how to evaluate changes in thinking, identifying trade-offs</li> <li>how to refine claims and reasoning based on new information or evidence</li> <li>how to determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes</li> <li>how to identifying main ideas</li> <li>how to evaluating how details, reasons, and evidence support particular points in a text</li> <li>how to introduce and develop a topic clearly; state an opinion</li> <li>how to support opinions with reasons and information</li> <li>how to use a formal style</li> <li>how to logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions, answer questions, read, and write about people in the community.</li> <li>I can ask questions, answer questions, read and create line graphs.</li> <li>I can ask questions, answer questions, read, and write a grocery list.</li> <li>I can write an argument about public services in the community.</li> <li>I can ask questions, answer questions, read, and write about emergency situations.</li> <li>I can ask and answer questions and can write sentences to explain why something happened.</li> <li>I can observe, discuss, and write about extreme weather.</li> <li>I can write a community service guide.</li> <li>I can create a visual presentation and speak at the right pace when I present.</li> </ul>
---	--	--

<p>clearly, state an opinion</p> <ul style="list-style-type: none"> <li>Support opinions with reasons and information</li> <li>Use a formal style</li> <li>Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section</li> </ul>	<p>or section</p>	
---	-------------------	--



Course Name ELD, 4th and 5th Grade

Unit Title Year 1 Trimester 3- Unit 5 What in the World?

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD Standard 1: Language for Social and Instructional Purposes</b></p> <p><b>English Language Development</b></p> <p><u>ELD-SI.4-12.Inform</u></p> <ul style="list-style-type: none"> <li>Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>Report on explicit and inferred</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen and speak in English</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>different areas on earth have different natural resources</li> <li>it is important to learn about my environment</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does understanding the connections in nature help us argue for a healthier planet?</li> </ul>
	Acquisition	

<p>characteristics, patterns, or behavior</p> <ul style="list-style-type: none"> <li>Describe the parts and wholes of a system</li> <li>Sort, clarify, and summarize relationships</li> </ul> <p><u>ELD-SI.4-12 Explain</u></p> <ul style="list-style-type: none"> <li>Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>Compare changing variables, factors, and circumstances</li> <li>Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> <li>Act on feedback to revise understandings of how or why something is or works in particular ways</li> </ul> <p><u>ELD-SI.4-12 Argue</u></p> <ul style="list-style-type: none"> <li>Generate questions about different perspectives</li> <li>Support or challenge an opinion, premise, or interpretation</li> <li>Clarify and elaborate ideas based on feedback</li> <li>Evaluate changes in thinking, identifying trade-offs</li> <li>Refine claims and reasoning based</li> </ul>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>how to define and classify facts and interpretations; determine what is known vs. unknown</li> <li>how to report on explicit and inferred characteristics, patterns, or behavior</li> <li>how to describe the parts and wholes of a system</li> <li>how to sort, clarify, and summarize relationships</li> <li>how to follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>how to compare changing variables, factors, and circumstances</li> <li>how to offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> <li>how to act on feedback to revise understandings of how or why something is or works in particular ways</li> <li>how to generate questions about different perspectives</li> <li>how to support or challenge an opinion, premise, or</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about helping the environment.</li> <li>I can ask questions, answer questions and write about an ecosystem.</li> <li>I can ask questions, answer questions and write about plants.</li> <li>I can ask questions, answer questions and create a concept map about animals.</li> <li>I can ask questions, answer questions and write about decomposers.</li> <li>I can ask questions, answer questions and write about habitats.</li> <li>I can ask questions, answer questions and write about plant life cycles.</li> <li>I can ask questions, answer questions and write about food chain infographics.</li> <li>I can ask questions, answer questions and write about natural resources.</li> <li>I can read about and write about the steps in the water cycle.</li> </ul>
--	---	--

<p>on new information or evidence</p> <p><b>ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p><u>ELD-LA.4-5.Argue.Interpretive</u></p> <p>Interpret language arts arguments by:</p> <ul style="list-style-type: none"> <li>Analyzing points of view about the same event or topic</li> <li>Evaluating how details, reasons, and evidence support particular points in a text</li> </ul> <p><u>ELD-LA.4-5.Argue.Expressive</u></p> <p>Construct language arts arguments that:</p> <ul style="list-style-type: none"> <li>Introduce and develop a topic clearly; state an opinion</li> <li>Support opinions with reasons and information</li> <li>Use a formal style</li> <li>Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section</li> </ul>	<p>interpretation</p> <ul style="list-style-type: none"> <li>how to clarify and elaborate ideas based on feedback</li> <li>how to evaluate changes in thinking, identifying trade-offs</li> <li>how to refine claims and reasoning based on new information or evidence</li> <li>how to analyze points of view about the same event or topic</li> <li>how to evaluate how details, reasons, and evidence support particular points in a text</li> <li>how to introduce and develop a topic clearly; state an opinion</li> <li>how to support opinions with reasons and information</li> <li>how to use a formal style</li> <li>how to logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>I can write about environmental problems and discuss potential solutions.</li> <li>I can ask questions, answer questions, read, and write about the effects of pollution.</li> <li>I can ask questions, answer questions, read, and write about the effects of reducing, reusing, and recycling.</li> <li>I can create a visual presentation and use gestures when I present.</li> </ul>
--	--	---



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD Standard 1: Language for Social and Instructional Purposes</b></p> <p><b>English Language Development</b></p> <p><u>ELD-SI.4-12.Narrate</u></p> <ul style="list-style-type: none"> <li>● Share ideas about one's own and others' lived experiences and previous learning</li> <li>● Connect stories with images and representations to add meaning</li> <li>● Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>● Recount and restate ideas to sustain and move dialogue forward</li> <li>● Create closure, recap, and offer next steps</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> it is important to make friends and connections in and out of school</li> <li><input type="checkbox"/> school can offer many positive social experiences for students</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we use language and storytelling to reveal who we are and understand the people in our community?</li> </ul>
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to share ideas about one's own and others' lived experiences and previous learning</li> <li><input type="checkbox"/> how to connect stories with images and representations to add meaning</li> <li><input type="checkbox"/> how to identify and raise questions about what might</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can ask and answer questions about interests.</li> <li><input type="checkbox"/> I can read and write about myself, a person or a character.</li> <li><input type="checkbox"/> I can learn about my and my classmate's strengths.</li> <li><input type="checkbox"/> I can read a calendar and write about dates and events.</li> </ul>	

<p><b>ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.</b></p> <p><u>ELD-LA.4-5.Narrate.Interpretive</u></p> <p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>● Identifying a theme from details</li> <li>● Analyzing how character attributes and actions develop across event sequences</li> </ul> <p><u>ELD-LA.4-5.Narrate.Expressive</u></p> <p>Construct language arts narratives that</p> <ul style="list-style-type: none"> <li>● Orient audience to context</li> <li>● Develop and describe characters and their relationships</li> <li>● Develop story with complication and resolution, time and event sequences</li> <li>● Engage and adjust for audience</li> </ul> <p><u>ELD-LA.4-5-Inform.Interpretive</u></p> <p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>● Analyzing details and examples for key attributes, qualities, and characteristics</li> <li>● Evaluating the impact of keyword</li> </ul>	<p>be unexplained, missing, or left unsaid</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to recount and restate ideas to sustain and move dialogue forward</li> <li><input type="checkbox"/> how to create closure, recap, and offer next steps</li> <li><input type="checkbox"/> how to identify a theme from details</li> <li><input type="checkbox"/> how to analyze how a character's attributes and actions develop across event sequences</li> <li><input type="checkbox"/> how to orient audience to context</li> <li><input type="checkbox"/> how to develop and describe characters and their relationships</li> <li><input type="checkbox"/> how to develop story with complication and resolution, time and event sequences</li> <li><input type="checkbox"/> how to engage and adjust for audience</li> <li><input type="checkbox"/> how to analyze details and examples for key attributes, qualities, and characteristics</li> <li><input type="checkbox"/> how to evaluate the impact of keyword choices in a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a weather report.</li> <li><input type="checkbox"/> I can interview classmates and create a Venn diagram about their responses.</li> <li><input type="checkbox"/> I can read, write, and answer questions about clothing in different situations.</li> <li><input type="checkbox"/> I can read, write and answer questions about my a student's and my own habits.</li> <li><input type="checkbox"/> I can read, answer questions, and create a pie chart.</li> <li><input type="checkbox"/> I can read and respond to an email.</li> <li><input type="checkbox"/> I can ask, answer, read, and write about feelings.</li> <li><input type="checkbox"/> I can ask, answer, read, and write about memories.</li> <li><input type="checkbox"/> I can ask, answer, read, and write about a special place.</li> <li><input type="checkbox"/> I can create a comic strip and engage my audience when I present.</li> </ul>
--	--	---

choices in a text		
-------------------	--	--



Course Name ELD, 4th and 5th Grade

Unit Title Year 2 Trimester 2- Unit 4 On the Map

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 1: Language for Social and Instructional Purposes</b> <b>English Language Development</b> <u>ELD-SI.4-12.Inform</u> • Define and classify facts and interpretations; determine what is known vs. unknown • Summarize most important aspects of information  <u>ELD-SI.4-12.Explain</u> • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables,	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> mapping practices and map labeling differ from culture to culture <input type="checkbox"/> maps are constantly changing	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How does the way we map and describe the earth help us understand both where we are and how our world is changing?
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> how to define and classify facts and interpretations; determine what is known vs. unknown	<i>Students will be skilled at...</i> <input type="checkbox"/> I can ask and answer questions about finding my way. <input type="checkbox"/> I can learn about geography and write about a world map.

factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes  <b>ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.</b> <u>ELD-LA.4-5.Narrative Interpretive</u> Interpret language arts arguments by: • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes  <u>ELD-LA.4-5.Inform Interpretive</u> Interpret informational texts in language arts by: • Evaluating the impact of key word choices in a text  <u>ELD-LA.4-5.Inform Expressive</u> Construct informational texts in language arts that: • Add precision and details to define, describe, compare, and classify topic	<input type="checkbox"/> how to summarize most important aspects of information <input type="checkbox"/> how to follow and describe cycles and sequences of steps or procedures and their causes and effects <input type="checkbox"/> how to compare changing variables, factors, and circumstances <input type="checkbox"/> how to offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes <input type="checkbox"/> how to determine the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <input type="checkbox"/> how to evaluate the impact of key word choices in a text <input type="checkbox"/> how to add precision and details to define, describe, compare, and classify topic and/or entity <input type="checkbox"/> how to develop coherence and cohesion throughout text	<input type="checkbox"/> I can ask questions, answer questions, read and write about landforms. <input type="checkbox"/> I can ask questions, answer questions, read and write about climates. <input type="checkbox"/> I can ask questions, answer questions, read and write about geography. <input type="checkbox"/> I can ask and answer questions about the United States and write about where I live. <input type="checkbox"/> I can ask questions, answer questions, read and write about places on a map. <input type="checkbox"/> I can write about distances between different locations on a map. <input type="checkbox"/> I can ask questions, answer questions, read and write about populations. <input type="checkbox"/> I can ask questions, answer questions, read and write about taking long-distance transportation. <input type="checkbox"/> I can ask and answer questions about migration. <input type="checkbox"/> I can create a timeline about map-making and write about it. <input type="checkbox"/> I can write directions based on the information from a map app.
---	--	---

and/or entity • Develop coherence and cohesion throughout text		<input type="checkbox"/> I can create a visual presentation that explains how to find a city a map.
---	--	---



Course Name ELD, 4th and 5th Grade

Unit Title Year 2 Trimester 2- Unit 6 Across Culture

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD Standard 2: English language learners communicate for Social and Instructional purposes within the school setting.</b> <u>ELD-LA.4-5.Narrate.Interpretive</u> Interpret language arts narratives by: • Identifying a theme from details  <u>ELD-LA.4-5.Inform.Expressive</u> Construct informational texts in language arts that: • Add precision and details to define, describe, compare, and classify topic and/or entity	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> a culture is made up of many parts, like the way people live, celebrate, and communicate <input type="checkbox"/> each culture is unique	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> How do the different parts of a culture—like traditions, art, and communication—work together to show the world what we value?
	<b>Acquisition</b>	
	<i>Students will know...</i> <input type="checkbox"/> how to identify a theme from details <input type="checkbox"/> how to add precision and	<i>Students will be skilled at...</i> <input type="checkbox"/> I can ask and answer questions about my cultures.

<ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text</li> </ul> <u>ELD-LA.4-5.Argue.Interpretive</u> Interpret language arts arguments by: <ul style="list-style-type: none"> <li>• Identifying main ideas</li> </ul>	details to define, describe, compare, and classify topic and/or entity <input type="checkbox"/> how to develop coherence and cohesion throughout text <input type="checkbox"/> how to identify the main ideas	<input type="checkbox"/> I can ask questions, answer questions and write about my identity. <input type="checkbox"/> I can ask questions, answer questions and write about a family. <input type="checkbox"/> I can ask questions, answer questions, create a tree map, and write about how I communicate. <input type="checkbox"/> I can ask questions, answer questions, read and write about traditions <input type="checkbox"/> I can ask questions, answer questions and write about celebrations. <input type="checkbox"/> I can write a recipe. <input type="checkbox"/> I can ask questions, answer questions, read and write about an art form. <input type="checkbox"/> I can ask questions, answer questions, listen to and write an opinion about music. <input type="checkbox"/> I can ask questions, answer questions, read and create a bar graph. <input type="checkbox"/> I can ask questions, answer questions, read and write about an ancient place. <input type="checkbox"/> I can ask questions, answer questions, read and write about ways to preserve culture.
--	---	---

		<ul style="list-style-type: none"><li><input type="checkbox"/> I can ask questions, answer questions, read poetry and write about a time I appreciated another culture.</li><li><input type="checkbox"/> I can create a culture board and speak clearly when I present.</li></ul>
--	--	---



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 1- Unit 1 Glad to Meet You

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>Narrate</b>  <b>ELD-LA 6-8 Narrate Interpretive</b>                      Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>Analyzing how character attributes and actions develop in relation to events or dialogue in the book "Good News"</li> <li>Evaluating impact of specific word choices about meaning and tone when creating writing samples</li> </ul> <p><b>ELD-LA 6-8 Narrate Expressive</b>                      Construct language arts narratives</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>read, write, listen and speak in English</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>                      Students will understand that...</p> <ul style="list-style-type: none"> <li>I understand the importance of key language</li> <li>I understand how to apply grammar - nouns and pronouns</li> <li>I understand how to apply learning from reading</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>                      Students will keep considering...</p> <ul style="list-style-type: none"> <li>Why is it important to greet someone?</li> <li>How can you communicate?</li> <li>What kind of information can you share with someone?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know...</p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>I know how to use key vocabulary</li> <li>I know how to use greetings and goodbyes</li> </ul>	<p>Students will be skilled at...</p> <p>Unit 1</p> <p>Listening</p> <ul style="list-style-type: none"> <li>I can listen to and respond to literature</li> <li>I can identify order of events</li> </ul>	

<p><b>that</b></p> <ul style="list-style-type: none"> <li>Orient audience to context and point of view</li> <li>Expanded noun groups to state who or what the narrative is about</li> </ul> <p>Engage and adjust for audience</p> <p>-Language to address reader/listener and draw them in (She scuffed away across the snowy field like a small hunched animal.)</p> <p><b>Inform</b></p> <p><b>ELD-LA 6-8 Inform Interpretive</b>                      Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> </ul> <p><b>ELD-LA 6-8 Inform Expressive</b>                      Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors</li> <li>Expanded noun groups to add precision (strummed or plucked</li> </ul>	<ul style="list-style-type: none"> <li>I know how to fill out an order form</li> <li>I know how to write sentences using nouns and pronouns</li> <li>I know how to apply knowledge from what I read</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>I can discuss the meaning of the unit</li> <li>I can share the personal card with the class</li> <li>I can practice saying greetings and goodbyes</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can read and use key vocabulary</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can create a personal card</li> <li>I can write sentences using nouns and pronouns</li> <li>I can use personal information to complete an order form</li> </ul>
--	--	---

vibration of the strings)		
---------------------------	--	--



Course Name ML Beginner ESL (6-8)

Unit Title Trimester 2- Unit 2: Set the Table

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>Inform</b>  <b>ELD-LA 6-8 Inform Expressive</b> <b>Construct informational texts in language arts that</b> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>-Opening statements to identify type of information (describing, comparing/contrasting, classifying)</li> <li>• Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<table border="0"> <tr> <td> <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <input type="checkbox"/> I understand how to use new vocabulary.  <input type="checkbox"/> I understand how to express my needs and wants.  <input type="checkbox"/> I understand how to correctly use adjectives  <input type="checkbox"/> I understand how to act out familiar verbs  <input type="checkbox"/> I understand the US Map and how it is divided into regions               </td> <td> <b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i>  <input type="checkbox"/> What are adjectives?  <input type="checkbox"/> How can we use adjectives to describe things?  <input type="checkbox"/> Why is it important to use adjectives?  <input type="checkbox"/> What are names of different foods?  <input type="checkbox"/> How can we sort types of foods?  <input type="checkbox"/> Where do certain foods come from?               </td> </tr> </table>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> I understand how to use new vocabulary. <input type="checkbox"/> I understand how to express my needs and wants. <input type="checkbox"/> I understand how to correctly use adjectives <input type="checkbox"/> I understand how to act out familiar verbs <input type="checkbox"/> I understand the US Map and how it is divided into regions
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> I understand how to use new vocabulary. <input type="checkbox"/> I understand how to express my needs and wants. <input type="checkbox"/> I understand how to correctly use adjectives <input type="checkbox"/> I understand how to act out familiar verbs <input type="checkbox"/> I understand the US Map and how it is divided into regions	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What are adjectives? <input type="checkbox"/> How can we use adjectives to describe things? <input type="checkbox"/> Why is it important to use adjectives? <input type="checkbox"/> What are names of different foods? <input type="checkbox"/> How can we sort types of foods? <input type="checkbox"/> Where do certain foods come from?	

behaviors	Acquisition	
<ul style="list-style-type: none"> <li>-Visuals (graphs, data, diagrams) to support key details</li> <li>• Develop coherence and cohesion throughout text</li> <li>-Topic or headings to serve as openers for sentences or paragraphs</li> </ul> <b>ELD-LA 6-8 Inform Interpretive</b> <b>Interpret informational texts in language arts by</b> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> </ul> <b>Narrate</b>  <b>ELD-LA 6-8 Narrate Interpretive</b> <b>Interpret language arts narratives by</b> <ul style="list-style-type: none"> <li>• Evaluating impact of specific word choices about meaning and tone</li> </ul>	<i>Students will know...</i> <b>Unit 2</b> <input type="checkbox"/> I know how to use important vocabulary <input type="checkbox"/> I know how express my needs and wants <input type="checkbox"/> I know how to identify the steps in a process <input type="checkbox"/> I know how to find common characteristics from various topics and group them <input type="checkbox"/> I know how to create a how-to card on various topics	<i>Students will be skilled at...</i> <b>Unit 2</b> <b>Listening</b> <input type="checkbox"/> I can group information into common topics  <b>Speaking</b> <input type="checkbox"/> I can identify vocabulary including: colors, shapes, sizes and food <input type="checkbox"/> I can express likes and dislikes  <b>Reading</b> <input type="checkbox"/> I can identify the steps in a process based on a reading <input type="checkbox"/> I can apply the meaning of high frequency words in what I read.  <b>Writing</b> <input type="checkbox"/> I can correctly use action verbs in sentences. <input type="checkbox"/> I can use high frequency words in sentences. <input type="checkbox"/> I can create a how-to card based on a selected topic



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>Inform</b> <b>ELD-LA 6-8 Inform Interpretive</b> Interpret informational texts in language arts by <ul style="list-style-type: none"> <li>Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> <li>Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors</li> </ul> <b>Narrate</b> <b>ELD-LA 6-8 Inform Expressive</b> Construct informational texts in	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>I understand how to use new vocabulary.</li> <li>I understand how geologists work in their environment</li> <li>I understand how to correctly conjugate present tense verbs</li> <li>I understand how to relate jobs, tools and locations</li> <li>I understand how to ask and answer yes and no questions including punctuation</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>What does it mean to have a job?</li> <li>What is the difference between a job and a career?</li> <li>What kinds of jobs are available in the world?</li> <li>What kinds of skills and tools are needed for certain jobs?</li> </ul>
	Acquisition	

language arts that <ul style="list-style-type: none"> <li>Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors</li> <li>-Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely)</li> </ul> <b>ELD-LA 6-8 Argue Interpretive</b> Interpret language arts arguments by <ul style="list-style-type: none"> <li>Identifying and summarizing central idea distinct from prior knowledge or opinions</li> </ul> <b>ELD-LA.6-8.Argue.Expressive</b> Construct language arts arguments that <ul style="list-style-type: none"> <li>Introduce and develop claim(s) and acknowledge counterclaim(s)</li> <li>-Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...)</li> <li>- Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief)</li> <li>-Pronouns, synonyms, collocations,</li> </ul>	<i>Students will know...</i> Unit 3 <ul style="list-style-type: none"> <li>I know how to connect actions and careers to the correct tool</li> <li>I know how to use present tense verbs in conversation and writing.</li> <li>I know how to answer a variety of question styles.</li> <li>I know how to use callouts and details to help understand a text</li> <li>I know how to identify the part of a book</li> <li>I know how to ask and answer basic WH questions</li> </ul>	<i>Students will be skilled at...</i> Unit 3 Listening <ul style="list-style-type: none"> <li>I can connect actions and careers</li> <li>I can connect tools and careers</li> </ul> Speaking <ul style="list-style-type: none"> <li>I can use present tense verbs in conversation.</li> <li>I can answer WH questions</li> <li>I can answer yes and no questions.</li> </ul> Reading <ul style="list-style-type: none"> <li>I can identify details in the theme book</li> <li>I can use callout to help understand the text.</li> </ul> Writing <ul style="list-style-type: none"> <li>I can use present tense verbs in sentences.</li> <li>I can answer WH questions</li> </ul>
---	--	--

renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books)		
--	--	--



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 1- Unit 4 : Numbers Count

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA.6-8.Narrate.Expressive</b> <b>Construct language arts narratives that:</b> <ul style="list-style-type: none"> <li>• Develop and describe characters and their relationships</li> <li>-Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.")</li> <li>-Expanded noun groups to add</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the importance of key language</li> <li><input type="checkbox"/> I understand how to apply grammar - negative sentences/contractions</li> <li><input type="checkbox"/> I understand how to apply learning from reading to</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Where do we find numbers in the real world?</li> <li><input type="checkbox"/> How do we use numbers on a daily basis?</li> <li><input type="checkbox"/> Why is it important to know the numbers and how to use them?</li> </ul>

description and detail (He was short, but strong, with light, closely cut hair and a determined face.) -Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text  • Develop story, including themes with complication -A variety of verb tenses to pace narrative and locate events in time, including dialog ("Where are you going?," I asked.) -Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what's more, likewise, in addition) -Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)  <b>ELD-LA.6-8.Inform.Expressive</b> <b>Construct informational texts in language arts that</b>	informational texts and historical fiction	
	Acquisition	
	<i>Students will know...</i> <i>Unit 1</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask questions using do/does</li> <li><input type="checkbox"/> correctly use cardinal and ordinal numbers</li> <li><input type="checkbox"/> formulate negative sentences using can not/does not/do not</li> <li><input type="checkbox"/> understand the characteristics of historical fiction genre</li> <li><input type="checkbox"/> complete a problem and solution chart</li> <li><input type="checkbox"/> applying blends and digraphs using realistic fiction</li> <li><input type="checkbox"/> how to make contractions with not</li> <li><input type="checkbox"/> responds to visuals to understand captions and call outs</li> </ul>	<i>Students will be skilled at...</i> <i>Unit 1</i> <b>Listening</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> understanding when native speakers use contractions and other unfamiliar grammar</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> detail how a piece of literature can be classified as realistic or historical fiction</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> understanding the non-fiction reading, The Mighty Maya, and how the information is organized</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> being able to conduct and create a research project about a selected country</li> <li><input type="checkbox"/> creating a personal narrative to give details and explain a memory from their life</li> </ul>

<ul style="list-style-type: none"> <li>Establish objective or neutral stance</li> <li>Declarative statements to provide objective, factual information</li> <li>Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects)</li> </ul>		
---	--	--



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 2- Unit 5. City Sights

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA.6-8.Inform.Expressive</b> <b>Construct informational texts in language arts that</b> <ul style="list-style-type: none"> <li>Introduce and define topic and/or</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> I understand the importance of key language	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What are the characteristics of cities?

<b>entity for audience</b> <ul style="list-style-type: none"> <li>Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth)</li> <li>Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information</li> </ul>	<input type="checkbox"/> I understand how to ask for and give information <input type="checkbox"/> I understand how to apply grammar - past tense verbs <input type="checkbox"/> I understand how to apply learning from reading to informational texts and historical fiction	<input type="checkbox"/> How would you describe your city? <input type="checkbox"/> What are some things you can do in a city?
	Acquisition	
<b>Establish objective or neutral stance through...</b> <ul style="list-style-type: none"> <li>Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes</li> </ul>	<i>Students will know...</i> <b>Unit 5</b> <input type="checkbox"/> how to examine and interpret a city sign <input type="checkbox"/> create city signs and explain each one <input type="checkbox"/> define key vocabulary <input type="checkbox"/> use illustrations and gestures to show understanding of prepositions <input type="checkbox"/> discuss places in a city or neighborhood and what happens in each place <input type="checkbox"/> differentiate between present and past tense verbs <input type="checkbox"/> differentiate between there is and there are <input type="checkbox"/> read and discuss fiction and non-fiction <input type="checkbox"/> complete detail charts for the texts <input type="checkbox"/> match the contractions and write them correctly	<i>Students will be skilled at...</i> <b>Unit 1</b> <b>Listening</b> <input type="checkbox"/> to the information that is given about the city in order to navigate to the various locations  <b>Speaking</b> <input type="checkbox"/> talk about the city that they chose for their project focusing on the tier 1 and tier 2 vocabulary words  <b>Reading</b> <input type="checkbox"/> identify details and apply text features while reading "San Francisco"  <b>Writing</b> <input type="checkbox"/> Writing a journal page: listing events in order, using details and editing for punctuation and capitalization

--	--	--



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 3- Unit 6- Welcome Home

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA.6-8.Narrate.Expressive</b> Construct language arts narratives that: • <b>Develop and describe characters and their relationships</b>  Develop a story, including themes with complication and resolution, time, and event sequences through... ■ <b>Dependent clauses to add details (the race, which only happened every four years)</b> ■ <b>A variety of verb tenses to pace</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>  <b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> I understand the importance of key language <input type="checkbox"/> I understand how to give information and ask and answer questions <input type="checkbox"/> I understand how to apply grammar - present tense verbs (have and has) <input type="checkbox"/> I understand how to identify main idea and classify details	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What family members are in a typical family? <input type="checkbox"/> What activities do families do with each other? <input type="checkbox"/> What makes a family special?
	<b>Acquisition</b>	

<b>narrative and locate events in time, including dialog ("Where are you going?," I asked.)</b>  <b>ELD-LA.6-8.Inform.Interpretive</b> Interpret informational texts in language arts by • <b>Identifying and/or summarizing main ideas and their relationship to supporting ideas</b> <b>Introduce and define topic and/or entity for audience through...</b> ■ <b>Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth)</b> ■ <b>Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.)</b>  <b>Establish objective or neutral stance through...</b> ■ <b>Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials)</b> ■ <b>Variety of structures to define and describe entities (embedded clauses, relating verbs,</b>	<i>Students will know...</i> <b>Unit 6</b> <input type="checkbox"/> understand the phrase "Welcome Home" <input type="checkbox"/> discuss special occasions that draw family members back home from far away <input type="checkbox"/> identify members of a family tree <input type="checkbox"/> use family trees to determine how people are related <input type="checkbox"/> create a personal family tree <input type="checkbox"/> differentiate between the verbs have and has <input type="checkbox"/> identify rooms in a house and the objects that belong in each room <input type="checkbox"/> create a personal dream house illustration to present to the class <input type="checkbox"/> examine different kinds of nonfiction such as photo essays and personal narratives <input type="checkbox"/> complete a main idea diagram <input type="checkbox"/> write a personal narrative about family and coming to the US (or the district) <input type="checkbox"/> differentiate between singular and plural nouns <input type="checkbox"/> apply math vocabulary to answer questions in regards to fractions, decimals and percents	<i>Students will be skilled at...</i> <b>Unit 1</b> <b>Listening</b> <input type="checkbox"/> to the information about families that is given by the teacher and other students  <b>Speaking</b> <input type="checkbox"/> accurately speak about their family using targeted vocabulary words presented within the unit  <b>Reading</b> <input type="checkbox"/> identify the main idea and details. Classify those details from the story.  <b>Writing</b> <input type="checkbox"/> Writing a journal page: listing events in order, using details and editing for punctuation and capitalization
---	---	--

nominalizations, given/new patterns)	<input type="checkbox"/> identify nonfiction text features <input type="checkbox"/> write descriptions of family members	
--------------------------------------	---	--



Course Name ELD, Fundamentals (Levels 1 and 2)

**EAST PENN**  
SCHOOL DISTRICT

Unit Title Trimester 1- Unit 1: "Here to Help" Community Workers

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD- LA.6-8. Narrate. Expressive</b> Construct language arts narratives that <ul style="list-style-type: none"> <li>- Orient audience to context and point of view through expanded noun groups to state who or what the narrative is about</li> <li>- A variety of sentence types to</li> </ul>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the importance of key language around time and tell what may happen</li> <li><input type="checkbox"/> I understand how to apply grammar - verbs ("Mouse-Deer Must Be</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do community workers depend on one another to get people what they need?</li> <li><input type="checkbox"/> How do specific community workers take care of our communities?</li> <li><input type="checkbox"/> Community workers and what they do on a daily basis?</li> </ul>

introduce the context <ul style="list-style-type: none"> <li>- preposition phrases to establish time (Friendly Letter)</li> </ul> <b>ELD- LA. 6-8 Narrate. Interpretive</b> Interpret language arts narratives by <ul style="list-style-type: none"> <li>- analyzing how character attributes and actions develop in relation to events or dialogue. (The Book: "Power Out")</li> </ul> <b>ELD- LA.6-8 Inform. Expressive</b> Construct informational text in language arts that <ul style="list-style-type: none"> <li>- introduce and define topic and/or entity for audience using opening statements to identify type of information</li> <li>- add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, behaviors ( Magazine: "Hot Crumbs Cause Fire" &amp; "Dog Detectives") through adjectives to answer questions.</li> </ul> <b>ELD- LA. 6-8 Inform Interpretive</b> Interpret informational texts in language arts by <ul style="list-style-type: none"> <li>- analyzing observations and</li> </ul>	Quick!" Folktale) (may, might, could), phrases with Have to and Need to, and possessive adjectives ("Maria & the Baker's Bread" Folktale) and pronouns <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand how to apply learning from reading- long vowels (ie,igh,ui, ue), identify cause and effect, and text features: paragraphs</li> <li><input type="checkbox"/> a friendly letter has paragraphs with a topic sentence and details and includes 4 parts: date, greeting, body, and closing.</li> </ul>	
	Acquisition	
	<i>Students will know...</i> <b>Unit 1</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to use key vocabulary and high frequency words</li> <li><input type="checkbox"/> how to formulate a friendly letter through the writing process</li> <li><input type="checkbox"/> identify long vowel sounds and blend sounds to decode words</li> <li><input type="checkbox"/> how to write and speak phrases with "have to" and "need to"</li> <li><input type="checkbox"/> how to apply knowledge from what I have read</li> </ul>	<i>Students will be skilled at...</i> <b>Unit 1</b> Listening <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and respond to nonfiction and fiction text about community helpers and community jobs</li> </ul> Speaking <ul style="list-style-type: none"> <li><input type="checkbox"/> I can express a specific activity I do at a specific time.</li> <li><input type="checkbox"/> I can express myself using the specific vocabulary from "Power Out", "Dog Detectives" and "Hot Crumbs Cause Fire"</li> </ul>

descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors (Nonfiction texts in Unit)		<p>Reading</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identifying cause and effect within their nonfiction stories.</li> <li><input type="checkbox"/> Decoding Long Vowel sounds</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can formulate a friendly letter by incorporating the parts of a friendly letter with a variety of sentences and ideas about how someone helped you and tell about that experience</li> </ul>
---	--	--



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 2- Unit 2 "Make a Difference"

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
<b>ELD 2. Language for Language Arts</b>	<i>Students will be able to independently use their learning to...</i>
	<input type="checkbox"/> read, write, listen and speak in English
<b>ELD-LA. 6-8. Argue. Interpretive</b>	<b>Meaning</b>
<b>Interpret Language arts arguments</b>	
<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand ...</i>	<i>Students will keep considering...</i>

<p>by</p> <ul style="list-style-type: none"> <li>• <b>Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints</b> <ul style="list-style-type: none"> <li>◦ <b>logically organize claims with clear reasons and relevant evidence through verb structures to present information in a variety of ways (past tense verbs).</b></li> </ul> </li> </ul> <p><b>ELD- LA. 6-8. Argue. Expressive</b></p> <p><b>Construct language arts arguments that</b></p> <ul style="list-style-type: none"> <li>• <b>Establish and maintain formal style</b> <ul style="list-style-type: none"> <li>◦ <b>Introduce and develop claims through declarative statements to frame topic, provide background information, state a claim.</b></li> <li>◦ <b>support claims with reasons and evidence that are clear, relevant, and credible through</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> direction words and civil rights vocabulary</li> <li><input type="checkbox"/> how to give information</li> <li><input type="checkbox"/> how to give directions</li> <li><input type="checkbox"/> how to express wants and feelings</li> <li><input type="checkbox"/> irregular past tense verbs</li> <li><input type="checkbox"/> how to decode R-controlled vowels</li> <li><input type="checkbox"/> sequence of events and classify details from nonfiction text ("Who is Martin Luther King Jr.?", "Kids Are Helping Kids", and "Striving for Change")</li> </ul>	<p>How can we make a difference in our world?</p> <p>Who are some people who have made a difference in our world?</p>
	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p><i>Unit 2</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the meaning of "Make a Difference" and relate ways to do so throughout the unit.</li> <li><input type="checkbox"/> Differentiate between present and past tense</li> <li><input type="checkbox"/> identify past tense verbs</li> <li><input type="checkbox"/> Write present and past tense verbs in sentences</li> <li><input type="checkbox"/> Listen to direction words and follow the direction given</li> <li><input type="checkbox"/> Use the appropriate direction word in speaking and writing</li> <li><input type="checkbox"/> discuss rights that we have and things we'd like to change/how to change them</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><i>Unit 2</i></p> <p>Listening</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to direction words and follow the directions given</li> <li><input type="checkbox"/> I can listen to information presented digitally on Martin Luther King Jr. and women's rights.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use appropriate direction words</li> <li><input type="checkbox"/> I can express how I have made a difference</li> <li><input type="checkbox"/> I can express the rights I have</li> </ul>

<p><b>connectors to link claims with evidence and reasoning (because, as a result, when, if, although, but)</b></p> <p><b>ELD- LA. 6-8. Inform. Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying main ideas and their relationship to supporting ideas <ul style="list-style-type: none"> <li>Establish objective or neutral stance through declarative statements to provide objective, factual information</li> </ul> </li> <li>Add precision, details, and clarity about behaviors through visuals (timelines, diagrams) to support key details.</li> </ul> <p><b>ELD- LA. 6-8. Inform. Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compare/Contrast rights of long ago to rights that exist now</li> <li>Use given information to complete a timeline</li> <li>Create timeline of own life</li> <li>Listen to a variety of texts and answer questions about them</li> <li>Use vocabulary words to complete cloze activities</li> <li>Write a paragraph to describe a time when you helped someone</li> </ul>	<ul style="list-style-type: none"> <li>I can express the differences between rights of the past and rights we have now</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>I can read R- controlled vowels in context</li> <li>I can identify specific rights in nonfiction texts</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>I can write a paragraph with topic sentences and supporting details</li> <li>I can write a personal narrative on how I have made a difference in the world</li> </ul>
---	--	---

<ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience through opening statements to identify type of information (comparing/contrasting)</li> </ul>		
--	--	--



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 3- Unit 3 "Our Living Planet"

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>read, write, listen and speak in English</li> </ul>
ELD- LA. 6-8. Inform. Expressive	Meaning

<p>Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors</li> <li>- Declarative statements to provide objective, factual information</li> <li>- Adjectives to answer questions about quantity, size, shape, manner</li> <li>- Visuals to support key details</li> </ul>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> be able to give an opinion and make suggestions based on their reasoning and background knowledge</li> <li><input type="checkbox"/> the difference between an opinion and fact</li> <li><input type="checkbox"/> how to describe places using sensory adjectives</li> <li><input type="checkbox"/> how to apply learning from reading with R- controlled Syllable Types</li> <li><input type="checkbox"/> how to pull out details in text to support the main idea using the science articles, "Animals in the Wild" and " Animal Ecosystems."</li> <li><input type="checkbox"/> how to collect ideas and choose a topic to formulate a fact and opinion article using a Fact-Opinion Chart</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <p>How do the animals on our planet live in different parts of the world?</p> <p>What are the various types of animals on our planet and their habitats?</p>
	<b>Acquisition</b>	
	<p><i>Students will know...</i>  <b>Unit 3</b>  The students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Differentiate</i> between animal habitats on Earth</li> <li><input type="checkbox"/> <i>Identify</i> animals, plants and other features of habitats</li> </ul>	<p><i>Students will be skilled at...</i>  <b>Unit 3</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and respond to nonfiction texts (<i>Rachel Carson, Animals in the Wild, and Animal Ecosystems</i>)</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Compare/contrast</i> animals and habitats</li> <li><input type="checkbox"/> <i>Write</i> about animals and opinions</li> <li><input type="checkbox"/> <i>Create</i> a sign promoting ways to take care of our animals/Earth</li> </ul> <p><i>Use adjectives to describe animals and habitats</i>  <i>Engage in discussions</i> about animals and their habitats  <i>Watch and respond</i> to power points of habitats and Rachel Carson</p>	<p>Speaking</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can express my opinion about specific topics</li> <li><input type="checkbox"/> I can make suggestions pertaining to animals/plants and their habitats</li> <li><input type="checkbox"/> I can share out details from a nonfiction text to support the overall main idea</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Decode multisyllabic words</li> <li><input type="checkbox"/> Decode with R- controlled Syllable Types</li> <li><input type="checkbox"/> Identify Details</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate a Fact-and-Opinion Article using sensory adjectives and details</li> </ul>
--	--	---



**Course Name** ELD, Fundamentals (Level 1 and 2)

**Unit Title** Trimester 1- Unit 4 "Past and Present"

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<b>ELD 2. Language for Language Arts</b>  <b>ELD - LA. 6-8. Inform. Expressive</b> Construct informational texts in language arts that <ul style="list-style-type: none"> <li>- Introduce and define topic and/or entity for audience/ Establish objective stance</li> <li>- Opening statements to identify type of information (comparing/contrasting and classifying)</li> <li>- Referential devices (pronoun reference) to link ideas across sections of text</li> <li>- Variety of structures to define and describe entities (relating verbs, given/new patterns)</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand how to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> how to use key vocabulary and high frequency words</li> <li><input type="checkbox"/> how to make comparisons from the historical account, <i>The Children We Remember</i>, in the webpage, <i>Kidworks for Peace</i>, and in the informational text, <i>Our Government</i>.</li> <li><input type="checkbox"/> how to identify plurals and words with y</li> <li><input type="checkbox"/> how to identify nouns, object pronouns, and the difference between past tense and present verbs</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering..</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How has the World Changed over Time?</li> <li><input type="checkbox"/> How have the people and events from the past shaped our world in the present?</li> </ul>
	<b>Acquisition</b>	
<i>Students will know....</i>  Unit 4  <input type="checkbox"/> interpret a timeline	<i>Students will be skilled at...</i>  Unit 4  Listening	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> differentiate between events of the past and present</li> <li><input type="checkbox"/> identify sources of information about the past</li> <li><input type="checkbox"/> make comparisons</li> <li><input type="checkbox"/> identify nouns and differentiate between people, places, and things</li> <li><input type="checkbox"/> identify verbs and differentiate between past and present tense forms</li> <li><input type="checkbox"/> use the correct object pronoun in speaking and writing</li> <li><input type="checkbox"/> become familiar with World War II and discuss other important events in history via powerpoint and text</li> <li><input type="checkbox"/> create comparison charts</li> <li><input type="checkbox"/> use knowledge of spelling rules to correctly spell words that end in y</li> <li><input type="checkbox"/> become familiar with operation of U.S. government via powerpoint and text</li> <li><input type="checkbox"/> identify informational text features</li> <li><input type="checkbox"/> engage in class discussion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and respond to history and historical records</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can express comparisons seen throughout text using graphic organizers</li> <li><input type="checkbox"/> I can express connections between my life and left from our past</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Decoding words with Y, noun endings, and blend sounds to decode words</li> <li><input type="checkbox"/> comprehend comparisons within text</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can formulate a comparison paragraph using various present and past tense verbs comparing own life to life in a past decade</li> <li><input type="checkbox"/> The writing process</li> </ul>
--	--	---

	<input type="checkbox"/> complete a variety of written activities as a class, with a partner, and independently <input type="checkbox"/> research a period in time <input type="checkbox"/> write a comparison paragraph	
--	--	--



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Trimester 2- Unit 5- Tell Me More

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
ELD 2. Language for Language Arts	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
ELD-LA.6-8.Narrate.Interpretive Interpret language arts narratives by: <ul style="list-style-type: none"> <li>Identifying a theme or central idea that develops over the course of a text.</li> </ul>	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <input type="checkbox"/> I understand the relationship of opposite words (i.e. good and evil)	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <input type="checkbox"/> How can we use elements of realistic fiction to create an interesting story?

<ul style="list-style-type: none"> <li>Analyzing how character attributes and actions develop in relation to events or dialogue.</li> <li>Evaluating impact of specific word choices about meaning and tone.</li> </ul> ELD-LA.6-8.Narrate.Expressive Construct language arts narratives that <ul style="list-style-type: none"> <li>Orient audience to context and point of view</li> <li>Develop and describe characters and their relationships</li> <li>Develop story, including themes with complication and resolution, time, and event sequences</li> <li>Engage and adjust for audience</li> <li>Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.)</li> </ul>	<input type="checkbox"/> I understand prepositional phrases (phrases for times and places) <input type="checkbox"/> I understand how to ask for and give advice <input type="checkbox"/> I understand how to ask for an accept a favor <input type="checkbox"/> I understand how to describe actions <input type="checkbox"/> I understand how to identify and use prepositions in a sentence. <input type="checkbox"/> I understand diphthongs and variant vowels <input type="checkbox"/> I understand how to blend the sounds that follow a variant vowel pattern. <input type="checkbox"/> I understand how to identify, analyze and discuss character traits and story elements.	<input type="checkbox"/> How do opposite words help us better understand the meaning? <input type="checkbox"/> Why are time and place important when connecting ideas? <input type="checkbox"/> How do words help us describe what people and things are doing?
	Acquisition	
	<i>Students will know...</i> Unit 5 <input type="checkbox"/> to differentiate and express the differences between opposite words. <input type="checkbox"/> how to give, understand and interpret commands (i.e. put on your shoes)	<i>Students will be skilled at...</i> Unit 5 Listening <input type="checkbox"/> I can listen and respond to Short Story Narrative Texts (The Eagle and the Moon Gold and A Chill in the Air) <input type="checkbox"/> I can listen and respond to Realistic Fiction Text

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use prepositions to describe phrases for time, location and direction.</li> <li><input type="checkbox"/> How to identify key components of realistic fiction.</li> <li><input type="checkbox"/> How to identify story elements in short stories.</li> <li><input type="checkbox"/> Use a mentor text to formulate their own short story.</li> </ul>	<p>Speaking</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can ask for advice from a peer.</li> <li><input type="checkbox"/> I can ask for and accept a new favor.</li> <li><input type="checkbox"/> I can describe actions and commands.</li> <li><input type="checkbox"/> I can share details from a short story to support the overall main idea.</li> <li><input type="checkbox"/> I can describe the characteristics of Ancient Greece.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can decode Diphthongs and Variant Vowels.</li> <li><input type="checkbox"/> I can blend sounds to decode words.</li> <li><input type="checkbox"/> I can identify details and story elements in a short story.</li> <li><input type="checkbox"/> I can identify character traits.</li> <li><input type="checkbox"/> I can analyze story elements</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can analyze the writing prompt.</li> <li><input type="checkbox"/> I can collect ideas and choose a writing topic.</li> <li><input type="checkbox"/> I can organize ideas utilizing a storyboard.</li> <li><input type="checkbox"/> I can follow the steps of the writing process (Prewrite, draft, revise, edit/proofread and publish/share).</li> </ul>
--	---	--

		<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a short story using elements of fiction.</li> </ul>
--	--	---



Course Name ELD, Fundamentals (Level 1 and 2)

Unit Title Unit 6 "Personal Best" Trimester 3, Year 2

STAGE 1   DESIRED RESULTS				
Context and relevance for student learning				
Standards	Transfer			
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA.6-8.Inform.Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> </ul> <p><b>ELD-LA.6-8.Inform.Interpretive</b> Interpret informational texts in language arts by</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul> <p style="text-align: center; font-weight: bold; font-size: small;">Meaning</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the various body parts.</li> <li><input type="checkbox"/> I understand how to ask for and give information.</li> <li><input type="checkbox"/> I understand present tense verbs.</li> <li><input type="checkbox"/> I understand various types of pronouns (subject, object, reflexive).</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can you live up to your personal best?</li> <li><input type="checkbox"/> What are our major body parts?</li> <li><input type="checkbox"/> How do people in sports use their body parts?</li> <li><input type="checkbox"/> How can we maintain a healthy body?</li> </ul> </td> </tr> </table>		<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the various body parts.</li> <li><input type="checkbox"/> I understand how to ask for and give information.</li> <li><input type="checkbox"/> I understand present tense verbs.</li> <li><input type="checkbox"/> I understand various types of pronouns (subject, object, reflexive).</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can you live up to your personal best?</li> <li><input type="checkbox"/> What are our major body parts?</li> <li><input type="checkbox"/> How do people in sports use their body parts?</li> <li><input type="checkbox"/> How can we maintain a healthy body?</li> </ul>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the various body parts.</li> <li><input type="checkbox"/> I understand how to ask for and give information.</li> <li><input type="checkbox"/> I understand present tense verbs.</li> <li><input type="checkbox"/> I understand various types of pronouns (subject, object, reflexive).</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can you live up to your personal best?</li> <li><input type="checkbox"/> What are our major body parts?</li> <li><input type="checkbox"/> How do people in sports use their body parts?</li> <li><input type="checkbox"/> How can we maintain a healthy body?</li> </ul>			

<ul style="list-style-type: none"> <li>• Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information</li> <li>• Establish objective or neutral stance through declarative statements to provide objective, factual information</li> <li>• Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through visuals (graphs, data, diagrams) to support key details</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I understand variant vowel and consonant sounds when writing and listening.</li> <li><input type="checkbox"/> I understand the main idea and details when reading nonfiction texts.</li> <li><input type="checkbox"/> I understand how to put in order step by step procedures.</li> </ul>	
	<b>Acquisition</b>	
	<i>Students will know...</i> Unit 6 <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the elements of nonfiction and informational text (text features and structures)</li> <li><input type="checkbox"/> formulate predictions.</li> <li><input type="checkbox"/> ask for and give information.</li> <li><input type="checkbox"/> how to express thanks.</li> <li><input type="checkbox"/> decipher between the hard and soft "c" and "g" sounds with specific words.</li> <li><input type="checkbox"/> identify words with the <u>oo</u> sound and words with silent consonants.</li> <li><input type="checkbox"/> practice saying aloud high frequency words</li> </ul>	<i>Students will be skilled at...</i> Unit 6  Listening <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen for the hard and soft "c" and "g" sounds, as well as silent consonants and the <u>oo</u> sound.</li> <li><input type="checkbox"/> Listen to nonfiction text about our bodies and athletes</li> </ul> Speaking <ul style="list-style-type: none"> <li><input type="checkbox"/> Using specific vocabulary from the unit, share aloud with peers how we can live up to our personal best, take care of our body, and maintain our health.</li> <li><input type="checkbox"/> Ask for and give information</li> </ul> Reading

	<ul style="list-style-type: none"> <li><input type="checkbox"/> use present tense verbs in my writing project-procedure.</li> <li><input type="checkbox"/> use pronouns appropriately in speaking and writing.</li> <li><input type="checkbox"/> go through the steps of the writing process.</li> <li><input type="checkbox"/> write a step by step (sequence) procedure telling a friend how to do an exercise.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehend nonfiction and informative articles on body parts and people in sports by pulling out the main idea and details in text.</li> </ul> Writing <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing a procedure using a sequence chain on how to complete a favorite exercise going through the steps of the writing process.</li> </ul>
--	--	---



Course Name ELD, ML Intermediate, ESL (6-8)

Unit Title Trimesters 1 and 2- Unit 1

Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 6-8 Narrate Interpretive</b> Interpret language arts by</p> <ul style="list-style-type: none"> <li>Identifying a theme or central idea that develops over the course of a text</li> <li>Analyzing how character attributes and actions develop in relation to events or dialogue</li> <li>Evaluating impact of specific word choices about meaning and tone</li> </ul> <p><b>ELD-LA-6-8 Narrate Expressive</b> Construct language arts narratives that</p> <ul style="list-style-type: none"> <li>Orient audience to context and point of view</li> <li>Develop and describe characters and their relationships.</li> <li>Develop story, including theme with complication and resolution, time, and event sequences.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Read, write, listen, and speak in English</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i> Unit 1</p> <ul style="list-style-type: none"> <li>I understand how to use context clues to better understand the meaning of vocabulary.</li> <li>I understand that words can have multiple meanings.</li> <li>I understand various reading strategies</li> <li>I understand To Be verbs</li> <li>I understand how to make inferences.</li> <li>I understand types of sentences.</li> <li>I understand how to determine the main idea from "Growing Together", "Kids Like Me", "Familiar Places", and "Call Me Maria."</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What defines home?</li> <li>What do you think Papi means when he says the mango and magnolia grow together?</li> <li>Do you think it is easier for teens or for adults to adjust to living in a new country?</li> <li>How can neighborhoods change?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i> Unit 1</p>	<p><i>Students will be skilled at...</i> Unit 1 Listening</p>	

<ul style="list-style-type: none"> <li>Engage and adjust for the audience.</li> </ul> <p><b>ELD- LA 6-8 Inform Interpretive</b></p> <p><b>Interpret Informational texts in language arts by</b></p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> <li>Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors</li> <li>Evaluating the impact of author's key word choices over the course of a text</li> </ul> <p><b>ELD-LA-6-8 Inform Expressive</b></p> <p><b>Construct Informational texts in language arts that</b></p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Establish objective or neutral stance</li> <li>Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities,</li> </ul>	<ul style="list-style-type: none"> <li>I know the vocabulary by using context clues.</li> <li>I know how to create a paragraph with various types of sentences.</li> <li>I know how to write a paragraph using a topic sentence and supporting details with correct subject-verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to and respond to literature</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>I can give information</li> <li>I can express ideas and feelings from a specific story</li> <li>I can ask and answer questions</li> <li>I can give commands</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>I can read and use key vocabulary</li> <li>I can echo read sentences from a familiar story</li> <li>I can read using the various reading strategies to determine main idea</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>I can create a paragraph with topic sentences, and supporting details using textual evidence.</li> </ul>
---	--	--

and behaviors <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text</li> </ul>		
--	--	--



Course Name ELD, ML Intermediate, ESL (6-8)

Unit Title Trimesters 1 and 2- Unit 2

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b> <b>ELD-SI 4-12 Explain</b> <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables,</li> </ul>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, write, listen and speak in English</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> Unit 2 <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand synonyms and antonyms of specific vocabulary.</li> <li><input type="checkbox"/> I understand various nouns.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do we depend on Earth's resources?</li> <li><input type="checkbox"/> How do we use water?</li> </ul>

factors, and circumstances <ul style="list-style-type: none"> <li>• Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> <li>• Act on feedback to revise understandings of how or why something is or works in particular ways</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the sequence of events in "The Secret of Water."</li> <li><input type="checkbox"/> I understand the elements of nonfiction texts.</li> <li><input type="checkbox"/> I understand different reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When is it OK to take an available resource from somebody to help others?</li> <li><input type="checkbox"/> How would your life change if you had a smaller amount of water to use?</li> <li><input type="checkbox"/> Why do cities and towns often develop near rivers?</li> </ul>
	Acquisition	
<b>ELD-LA 6-8 Inform Interpretive</b>  <b>Interpret informational texts in language arts by</b> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing main ideas and their relationship to supporting ideas</li> <li>• Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors</li> <li>• Evaluating the impact of author's key word choices over the course of a text</li> </ul>	<i>Students will know...</i> Unit 2 <ul style="list-style-type: none"> <li><input type="checkbox"/> I know word choice is important when constructing an explanatory paragraph.</li> <li><input type="checkbox"/> I know how to use singular and plural nouns in a complete sentence.</li> <li><input type="checkbox"/> I know how to use textual evidence from nonfiction texts to construct an explanatory paragraph.</li> <li><input type="checkbox"/> I know how to use various reading strategies (infer, predict, synthesize, summarize) to understand fiction and nonfiction texts.</li> </ul>	<i>Students will be skilled at...</i> Unit 2  <b>Listening</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to and respond to literature</li> <li><input type="checkbox"/> I can identify the order of events to summarize a text aloud.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can discuss with a peer the thoughts/answers of the essential questions of each story "Secret Water", "How do we use water?", "Water at Work", "Irrigation Pumps can save poor Farmers"</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read and use key vocabulary</li> <li><input type="checkbox"/> I can read fiction and nonfiction text and determine the difference</li> </ul>
<b>ELD- LA 6-8 Inform Expressive</b>  <b>Construct informational texts in language arts that</b> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> </ul>		

<ul style="list-style-type: none"> <li>• Establish objective or neutral stance</li> <li>• Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors</li> <li>• Develop coherence and cohesion throughout text</li> </ul>		<p>Writing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can write an explanatory paragraph using textual evidence from a nonfiction text.</li> <li><input type="checkbox"/> I can write an informative paragraph on the plot of a fiction text.</li> </ul>
---	--	---



**Course Name** ELD, ML Intermediate, ESL (6-8)

**Unit Title** Trimesters 1 and 2- Unit 3

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <input type="checkbox"/> <input type="checkbox"/>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <input type="checkbox"/> What happens at school

Acquisition			
	<table border="1"> <tr> <td data-bbox="623 1194 967 1306"> <i>Students will know...</i>  <input type="checkbox"/> </td> <td data-bbox="967 1194 1310 1306"> <i>Students will be skilled at...</i>  <input type="checkbox"/> I can giving information  <input type="checkbox"/> I can echo read sentences from a familiar story  <input type="checkbox"/> </td> </tr> </table>	<i>Students will know...</i> <input type="checkbox"/>	<i>Students will be skilled at...</i> <input type="checkbox"/> I can giving information <input type="checkbox"/> I can echo read sentences from a familiar story <input type="checkbox"/>
<i>Students will know...</i> <input type="checkbox"/>	<i>Students will be skilled at...</i> <input type="checkbox"/> I can giving information <input type="checkbox"/> I can echo read sentences from a familiar story <input type="checkbox"/>		



Course Name ELD1

Unit Title Unit1

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> We can understand simple texts better by identifying the main idea.</p> <p><b>U2:</b> We use clear sentences, pronouns, and basic verbs to share information about ourselves.</p> <p><b>U3:</b> Choosing the right words helps us describe our feelings, interests, and experiences more clearly.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> Who Am I?</p> <p><b>E2:</b> How can I express who I am?</p>
<b>Acquisition</b>		

	<p><b>KNOWLEDGE</b> Students will know that...</p> <p><b>K1:</b> Basic verbs (Be, Do, Have), subject pronouns, and complete sentences help express personal information clearly and cohesively.</p> <p><b>K2:</b> Words can be grouped by categories, and synonyms and antonyms to help choose clearer, more accurate vocabulary.</p> <p><b>K3:</b> Visualizing details in a text helps readers understand what is happening.</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b></p> <p><b>S1:</b> Identifying basic information (name, likes, simple facts) from short spoken texts about people.</p> <p><b>S2:</b> Visualizing a setting, situation, or possibilities when listening</p> <p><b>Speaking</b></p> <p><b>S3:</b> Ask and answer simple questions about themselves using Be/Do/Have and appropriate subject pronouns.</p> <p><b>S4:</b> Share personal information clearly in complete sentences.</p> <p><b>Reading</b></p> <p><b>S5:</b> Identify the main idea of short texts by using pictures, key words, and visualizing strategies.</p> <p><b>S6:</b> Use word categories, synonyms, and antonyms to explore the meaning of new words in simple texts.</p> <p><b>Writing</b></p>
--	---	---

		<p><b>S7:</b> Write simple, cohesive sentences using appropriate verb forms (Be/Do/Have), pronouns, and consistent ideas.</p> <p><b>S8:</b> Write a short poem that organizes ideas clearly and provides clear information to the reader.</p>
--	--	---



Course Name ELD 1

Unit Title Unit 2

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes,</li> </ul>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p><b>U1:</b> We understand texts better when we identify the most important ideas and details.</p>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <p><b>E1:</b> What makes us wise?</p> <p><b>E2:</b> How can we describe things clearly and coherently?</p>

<p>qualities, characteristics, activities, and conceptual relationships</p> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Develop coherence and cohesion throughout text</li> </ul>	<p><b>U2:</b> Descriptive language helps us explain people, things, and ideas clearly.</p> <p><b>U3:</b> Writers organize ideas so their descriptions make sense and explain a topic in a clear, connected way.</p>	
	Acquisition	
	<p><b>KNOWLEDGE</b> Students will know that...</p> <p><b>K1:</b> Adjectives, possessive nouns, and possessive adjectives help describe the qualities, characteristics, or relationships of people and things.</p> <p><b>K2:</b> Prefixes and suffixes can change the meaning of a word and help readers understand unfamiliar vocabulary.</p> <p><b>K3:</b> Good readers determine importance by noticing key ideas and important descriptive details in a text.</p> <p><b>K4:</b> Clear descriptions begin with an introduction and are organized with connected ideas that help the reader understand the topic.</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b> <b>S1:</b> Identify the main idea and important details when listening to short spoken descriptions about people, places, or objects.</p> <p><b>S2:</b> Recognize descriptive words and relationships (e.g., "her book," "big mountain") heard in simple spoken texts.</p> <p><b>Speaking</b> <b>S3:</b> Use adjectives and possessive forms to give simple spoken descriptions of people, things, or ideas.</p> <p><b>S4:</b> Ask and answer simple questions to clarify important information in conversations.</p>

		<p><b>Reading</b></p> <p><b>S5:</b> Determine the most important idea in a short text by noticing repeated words, descriptive details, and key sentences.</p> <p><b>S6:</b> Use prefixes and suffixes to help determine the meaning of new vocabulary in simple passages.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write simple descriptive sentences and short paragraphs using adjectives, possessive nouns, and possessive adjectives.</p> <p><b>S8:</b> Organize a short description with a clear topic sentence and connected supporting details.</p>
--	--	---



Course Name ELD 1

Unit Title Unit 3

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Develop coherence and cohesion throughout text</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> We can understand texts better when we determine the most important ideas and details about people and places.</p> <p><b>U2:</b> People and places can be described and compared using clear, precise language that shows qualities, characteristics, and relationships.</p> <p><b>U3:</b> Writers organize ideas so their descriptions make sense and explain a topic in a clear, connected way.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What makes us the same?</p> <p><b>E2:</b> What makes us different?</p> <p><b>E3:</b> How do clear descriptions help us understand people and places around the world?</p>
	<b>Acquisition</b>	
<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Adjectives, possessive nouns, and possessive adjectives help describe the qualities, characteristics, and relationships of people and places.</p> <p><b>K2:</b> Prefixes and suffixes can change the meaning of words.</p> <p><b>K3:</b> Determining importance involves identifying the main idea and the details that best support it.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify the important similarities, differences, and key details when listening to spoken descriptions.</p> <p><b>S2:</b> Recognize descriptive language (adjectives, possessives) in simple spoken texts to understand attributes and relationships.</p> <p><b>Speaking</b></p>	

	<p><b>K4:</b> Clear descriptions begin with an introduction and include connected details that explain similarities and differences.</p>	<p><b>S3:</b> Describe people or places using adjectives and possessive forms to show differences and similarities.</p> <p><b>S4:</b> Make simple comparisons using the following comparative and superlative adjectives.</p> <p><b>Reading</b></p> <p><b>S5:</b> Determine the important ideas and descriptive details that explain how people or places compare..</p> <p><b>S6:</b> Use prefixes and suffixes to determine or clarify the meaning of new words in texts about global communities.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write simple descriptive sentences and paragraphs introducing a person or place and adding clear details using adjectives and possessives.</p> <p><b>S8:</b> Organize writing so ideas connect clearly and show how people or places are similar and different.</p>
--	--	---



Course Name ELD 1

Unit Title Unit 4

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning	
Standards	Transfer
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity</li> </ul>	<p><i>Students will be able to independently use their learning to...</i>  <input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p> <p><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> We understand survival texts by identifying what happened, what actions were taken, and what helped people survive.</p> <p><b>U2:</b> Clear language helps writers explain what happened and how people responded in a situation.</p> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What does it take to survive?</p> <p><b>E2:</b> How can clear actions and details help others understand an experience?</p> <p><b>Acquisition</b></p> <p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Past tense verbs (regular and irregular) help explain what happened.</p> <p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p>

<p>about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul> <p><b>ELD-LA 9-12 Narrative Interpretive:</b> Interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text.</li> </ul>	<p><b>K2:</b> Adverbs help explain how actions occurred.</p> <p><b>K3:</b> Commands give clear directions for what to do in a situation.</p> <p><b>K4:</b> Using a dictionary and word parts helps readers understand unfamiliar survival-related vocabulary.</p> <p><b>K5:</b> Determining importance means identifying what happened, the actions taken, and the outcome of a situation in a text.</p>	<p><b>S1:</b> Identify the central idea and key actions when listening to spoken descriptions of survival situations.</p> <p><b>S2:</b> Recognize past-tense verbs and commands in spoken directions or experiences.</p> <p><b>Speaking</b> <b>S3:</b> Describe a past experience using adverbs and simple past tense verbs.</p> <p><b>S4:</b> Give and follow simple spoken commands related to actions or procedures.</p> <p><b>Reading</b> <b>S5:</b> Use the Plan and Monitor strategy to check understanding while reading short survival texts.</p> <p><b>S6:</b> Identify important actions, events, and outcomes in texts about survival.</p> <p><b>Writing</b> <b>S7:</b> Write a clear paragraph describing a past event or experience using adverbs and past tense verbs.</p> <p><b>S8:</b> Organize writing with connected sentences that explain what happened and what actions were taken.</p>
--	--	--



Course Name ELD 1

Unit Title Unit 5

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning	
Standards	Transfer
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p> <p><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> People use language to express their intentions, opinions, and feelings about belonging and identity.</p> <p><b>U2:</b> We understand texts about belonging by identifying central ideas and making connections to our own experiences.</p> <p><b>U3:</b> Clear language helps writers explain ideas and distinguish between facts and opinions.</p> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> How important is it to fit in?</p> <p><b>E2:</b> How can we clearly express our ideas and opinions so others understand us?</p> <p><b>Acquisition</b></p>

<p>about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul>	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Context clues help determine the meaning of unfamiliar words in a text.</p> <p><b>K2:</b> Future tense verbs express intentions or plans.</p> <p><b>K3:</b> Subject/object pronouns and prepositions can provide clarifying details when we communicate.</p> <p><b>K4:</b> Making connections means linking ideas in a text to personal experiences, other texts, or the world.</p> <p><b>K5:</b> Facts provide information that can be verified, while opinions express beliefs or feelings.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify the central idea and key details in spoken texts about belonging or fitting in.</p> <p><b>S2:</b> Recognize statements of intention, opinion, or feeling in spoken language.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Express intentions and future plans using future tense verbs.</p> <p><b>S4:</b> Share opinions or feelings using clear sentences with appropriate pronouns and prepositions.</p> <p><b>Reading</b></p> <p><b>S5:</b> Use context clues to determine the meaning of unfamiliar vocabulary in texts.</p> <p><b>S6:</b> Make connections between ideas in a text and personal experiences to better understand the central ideas.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a clear paragraph that introduces a topic and includes both facts and opinions about belonging.</p>
--	---	--

	<p><b>S8:</b> Organize writing with connected ideas using future tense verbs, pronouns, and prepositions to maintain coherence.</p>
--	---



Course Name ELD 1

Unit Title Unit 6

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning	
<p><b>Standards</b></p> <p><b>ELD 2. Language for Language Arts</b></p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p>
<p><b>ELD-LA 9-12 Narrate Interpretive:</b></p> <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> </ul> <p><b>ELD-LA -9-12 Narrate Expressive:</b></p> <ul style="list-style-type: none"> <li>Develop and describe experiences over a progression of events</li> <li>Engage and adjust for audience</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive:</b></p>	<p><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <p><b>U1:</b> Stories help people express what is important in their lives.</p> <p><b>U2:</b> Readers use clues and figurative language to make inferences about characters and themes.</p> <p><b>U3:</b> The way events are told in a story shapes how readers understand what is important.</p> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What is most important in life?</p> <p><b>E2:</b> How can stories and language help us share what matters most to us?</p>

<p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul>	<b>Acquisition</b>	
	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Idioms and similes are types of figurative language that express ideas in creative or indirect ways.</p> <p><b>K2:</b> Making inferences means using clues from the text and background knowledge to understand ideas that are not stated directly.</p> <p><b>K3:</b> Complete sentences include subjects and verbs while phrases and clauses help add detail and clarity.</p> <p><b>K4:</b> Personal narratives describe events in sequence and explain why the experience is important.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify the central idea and important events when listening to a story.</p> <p><b>S2:</b> Make simple inferences about characters' feelings or motivations based on spoken details.</p> <p><b>Speaking</b> <b>S3:</b> Retell a short story or personal experience using complete sentences and logical sequence.</p> <p><b>S4:</b> Participate in discussions by agreeing or disagreeing respectfully and explaining reasons.</p> <p><b>Reading</b> <b>S5:</b> Make inferences about characters, events, or themes using textual clues and background knowledge.</p> <p><b>S6:</b> Interpret idioms and similes in a text to better understand meaning and theme.</p> <p><b>Writing</b> <b>S7:</b> Write a personal narrative that describes events in logical order and</p>

		<p>explains why the experience is important.</p> <p><b>S8:</b> Use complete sentences, varied sentence types, and connected ideas to create a coherent narrative paragraph.</p>
--	--	---



Course Name ELD 2

Unit Title Unit 1

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Evaluating cumulative impact and refinement of author's key word choices over the course of text</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English at increasingly higher levels</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand</i></p> <p><b>U1:</b> Understanding ideas and perspectives requires active interpretation.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> What Influences How I Act?</p> <p><b>E2:</b> How do our words, choices, and influences show what we think and believe?</p>

<p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Develop coherence and cohesion throughout text</li> </ul> <p><b>ELD-LA 9-12 Narrate Interpretive</b> <b>Interpret language arts narratives by</b></p> <ul style="list-style-type: none"> <li>• Identifying themes or central ideas that develop over the course of a text</li> <li>• Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>• Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul>	<p><b>U2:</b> Clear and precise language helps us communicate complex ideas effectively.</p> <p><b>U3:</b> Strong thinkers and communicators question assumptions and revise their understanding.</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p><b>I KNOW</b></p> <ul style="list-style-type: none"> <li>❑ <b>K1:</b> Short stories use elements such as character, plot, and setting to reveal how people's thoughts and actions can change.</li> <li>❑ <b>K2:</b> Central ideas and themes can be identified and summarized by tracking details, patterns, and word choices across a text.</li> <li>❑ <b>K3:</b> An author's word choice shapes the tone, point of view, and reader's emotional response.</li> <li>❑ <b>K4:</b> The reading strategy "Plan and Monitor" helps readers set a purpose, check comprehension, and adjust understanding as they read.</li> <li>❑ <b>K5:</b> Complete sentences contain a subject and a verb</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identify central ideas and supporting details when listening to short stories, discussions, or informational texts.</p> <p><b>S2:</b> Evaluate word choice, tone, and perspective in oral readings or peer sharing to determine how language conveys meaning or emotion.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Use precise vocabulary and complete sentences to express opinions and explain ideas clearly in class discussions.</p> <p><b>S4:</b> Share and reflect on personal experiences to connect ideas from texts to one's own beliefs and actions.</p> <p><b>Reading</b></p>

	<p>and express a complete thought; sentence fragments are incomplete and can confuse meaning.</p> <ul style="list-style-type: none"> <li>❑ <b>K6:</b> Writers use precise vocabulary and varied sentences to add clarity, cohesion, and detail.</li> <li>❑ <b>K7:</b> Personal narratives express experiences, beliefs, and change through reflective tone, descriptive language, and clear organization.</li> </ul>	<p><b>S5:</b> Apply the "Plan and Monitor" strategy to reading a short story or article.</p> <p><b>S6:</b> Analyze how an author's choices—such as word choice, character actions, and setting—develop theme and tone.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write complete and varied sentences using correct subjects and verbs to create cohesion and clarity in paragraphs.</p> <p><b>S8:</b> Compose a personal narrative that expresses beliefs or experiences through clear organization, descriptive detail, and reflective tone.</p>
--	--	---



Course Name ELD 2

Unit Title Unit 2

<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Evaluating cumulative impact and refinement of author's key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Establish an objective or neutral stance</li> </ul> <p><b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>Introduce and develop precise claims and address counterclaims</li> <li>Logically organize claims,</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>□ read, write, listen, and speak in English at increasingly higher levels</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand</i></p> <p><b>U1:</b> Strong writers and speakers use evidence and reasoning to express clear ideas and respond to different points of view.</p> <p><b>U2:</b> Understanding relationships and perspectives requires analyzing how authors use details, examples, and word choices to describe people, experiences, and ideas.</p> <p><b>U3:</b> Effective communication depends on audience awareness which means adjusting language, tone, and structure to connect ideas meaningfully to others.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> How do families affect us?</p> <p><b>E2:</b> How does the way an author describes people and relationships shape what we understand about them?</p>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <p><b>K1:</b> Informational texts present central ideas that can be identified and summarized by analyzing key details, examples, and relationships.</p>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify and summarize central ideas and supporting evidence from spoken informational texts or</p>	

<p>counterclaims, reasons, and evidence; offer a conclusion with recommendations</p> <p><b>ELD-LA 9-12 Narrate Expressive:</b> Construct language arts narratives that</p> <ul style="list-style-type: none"> <li>Engage and adjust for audience</li> </ul>	<p><b>K2:</b> Authors use descriptions, examples, and word choices to shape readers' understanding of people, relationships, and concepts.</p> <p><b>K3:</b> Writers use clear claims, supporting reasons, and credible evidence to express and defend a point of view.</p> <p><b>K4:</b> Effective arguments consider opposing viewpoints and use logical organization to connect claims, counterclaims, and conclusions.</p> <p><b>K5:</b> Sentence variety and transition words help writers link ideas, create cohesion, and clarify relationships between reasons and evidence.</p> <p><b>K6:</b> Engaging language and awareness of the audience strengthen both written and spoken communication.</p>	<p>peer discussions about family topics.</p> <p><b>S2:</b> Interpret tone and word choice in oral readings or speeches to determine how a speaker's language shapes understanding and point of view.</p> <p><b>Speaking</b> <b>S3:</b> Present a clear claim with reasons and evidence in a class debate or discussion about family relationships or responsibilities.</p> <p><b>S4:</b> Adjust language, tone, and detail for audience and purpose when explaining, persuading, or responding to others' viewpoints.</p> <p><b>Reading</b> <b>S5:</b> Determine central ideas in informational texts by analyzing key details, examples, and word choices that reveal relationships and perspectives.</p> <p><b>S6:</b> Evaluate how authors use description, evidence, and language to influence readers'</p>
---	--	---

		<p>understanding of family or community issues.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a news article that presents a clear central idea, supports it with facts, examples, and quotations, and includes multiple perspectives on a family-related issue.</p> <p><b>S8:</b> Use varied sentence structures, transitions, and precise vocabulary to connect ideas and create a clear, engaging article for a specific audience.</p>
--	--	---



Course Name ELD 2

Unit Title Unit 3

STAGE 1   DESIRED RESULTS	
Context and relevance for student learning	
Standards	Transfer

<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Narrate Expressive</b> Construct language arts narratives that</p> <ul style="list-style-type: none"> <li>Orient audience to context and one or multiple point(s) of view</li> <li>Develop story, advancing the plot and themes with complications and resolutions, time and event sequences</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Evaluating cumulative impact and refinement of author's key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Argue Expressive</b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>Introduce and develop precise</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p>	
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <p><b>UNDERSTANDINGS</b> <i>Students will understand</i></p> <p><b>U1:</b> Authors and speakers use language choices, such as word choice, tone, and structure, to shape meaning and influence how audiences understand an idea.</p> <p><b>U2:</b> Effective arguments use logical organization, credible evidence, and clear reasoning to communicate a perspective and persuade an audience.</p> <p><b>U3:</b> Understanding arguments and opinions requires analyzing how writers and speakers use details, examples, and rhetoric to advance their purpose.</p> <p><b>U4:</b> Strong narratives engage the audience by establishing context, perspective, and a clear point of view.</p> <p><b>U5:</b> Readers and writers develop deeper understanding when they</p> </td> <td> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering.</i></p> <p><b>E1:</b> Do We Find or Create Our True Selves?</p> <p><b>E2:</b> How does the way we use language shape what others believe about us?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand</i></p> <p><b>U1:</b> Authors and speakers use language choices, such as word choice, tone, and structure, to shape meaning and influence how audiences understand an idea.</p> <p><b>U2:</b> Effective arguments use logical organization, credible evidence, and clear reasoning to communicate a perspective and persuade an audience.</p> <p><b>U3:</b> Understanding arguments and opinions requires analyzing how writers and speakers use details, examples, and rhetoric to advance their purpose.</p> <p><b>U4:</b> Strong narratives engage the audience by establishing context, perspective, and a clear point of view.</p> <p><b>U5:</b> Readers and writers develop deeper understanding when they</p>
<p><b>UNDERSTANDINGS</b> <i>Students will understand</i></p> <p><b>U1:</b> Authors and speakers use language choices, such as word choice, tone, and structure, to shape meaning and influence how audiences understand an idea.</p> <p><b>U2:</b> Effective arguments use logical organization, credible evidence, and clear reasoning to communicate a perspective and persuade an audience.</p> <p><b>U3:</b> Understanding arguments and opinions requires analyzing how writers and speakers use details, examples, and rhetoric to advance their purpose.</p> <p><b>U4:</b> Strong narratives engage the audience by establishing context, perspective, and a clear point of view.</p> <p><b>U5:</b> Readers and writers develop deeper understanding when they</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering.</i></p> <p><b>E1:</b> Do We Find or Create Our True Selves?</p> <p><b>E2:</b> How does the way we use language shape what others believe about us?</p>	

<p>claims and address counterclaims</p> <ul style="list-style-type: none"> <li>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations</li> </ul>	<p>identify central ideas, evaluate evidence, and consider multiple viewpoints before forming their own conclusions.</p>	
<p><b>ELD-LA 9-12 Argue Interpretive</b> Interpret language arts arguments by</p> <ul style="list-style-type: none"> <li>Interpret language arts arguments by analyzing use of rhetoric and details to advance point of view or purpose</li> </ul>	<p><i>Students will know...</i></p> <p><b>K1:</b> Authors use word choice, tone, and structure to reveal ideas and shape readers' understanding.</p> <p><b>K2:</b> Central ideas can be identified and summarized by analyzing key details and relationships in a text.</p> <p><b>K3:</b> Effective arguments use clear claims, logical reasoning, and evidence to express a perspective or recommendation.</p> <p><b>K4:</b> Writers and speakers use rhetorical techniques, such as repetition, contrast, and emotional appeal, to influence an audience.</p> <p><b>K5:</b> Strong narratives engage the audience through context, point of view, and language that reflect a sense of self.</p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify a speaker's central idea and supporting evidence in stories, speeches, or presentations about honesty, identity, or self-expression.</p> <p><b>S2:</b> Analyze how tone, word choice, and rhetorical techniques in spoken arguments influence the listener's understanding or response.</p> <p><b>Speaking</b> <b>S3:</b> Express a clear point of view on topics about truth or identity, using precise language and logical organization to support ideas.</p> <p><b>S4:</b> Adjust tone, pacing, and word choice to engage an audience and clarify perspective in oral stories, reflections, or debates.</p> <p><b>Reading</b> <b>S5:</b> Determine and summarize central ideas in both literary and informational texts, analyzing how</p>

		<p>details and word choices reveal theme or purpose.</p> <p><b>S6:</b> Evaluate how authors use rhetoric, evidence, and structure to advance a point of view or shape readers' understanding of "true self."</p> <p><b>Writing</b> <b>S7:</b> Write a short story that orients readers to a clear context, introduces characters and point of view, and develops events that reveal a sense of true self.</p> <p><b>S8:</b> Use dialogue, description, and varied sentence structures to create cohesion, show character perspective, and engage the audience through language.</p>
--	--	---



Course Name ELD 2

Unit Title Unit 4

Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Narrate Interpretive</b> Interpret language arts narratives by...</p> <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive</b> Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Evaluating cumulative impact and refinement of author's key word choices over the course of text</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Establish an objective or neutral stance</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>□ read, write, listen, and speak in English at increasingly higher levels</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>U1:</b> Readers identify central ideas and key details to determine what is most important in a text.</p> <p><b>U2:</b> Writers use clear structure, precise vocabulary, and cohesive grammar to explain complex problems and propose realistic solutions.</p> <p><b>U3:</b> Word choice and text features influence how readers interpret an author's ideas, tone, and point of view.</p> <p><b>U4:</b> Helping others involves understanding multiple perspectives and making thoughtful choices about fairness and responsibility.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><b>E1:</b> How much should people help each other?</p> <p><b>E2:</b> How do writers show what's most important when they propose a solution to a problem?</p>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>	

<ul style="list-style-type: none"> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Develop coherence and cohesion throughout text</li> </ul>	<p><b>K1:</b> Informational texts have central ideas supported by key details, examples, and evidence.</p> <p><b>K2:</b> Authors use text structures, signal words, and text features to organize ideas and highlight importance.</p> <p><b>K3:</b> Precise vocabulary and strong word choice help explain relationships among ideas and make explanations clear.</p> <p><b>K4:</b> Pronouns, prepositions, and possessives improve sentence cohesion and help connect ideas smoothly.</p> <p><b>K5:</b> A problem–solution essay clearly introduces a topic, explains the problem with supporting evidence, and offers a logical, well-connected solution.</p>	<p><b>Listening</b></p> <p><b>S1:</b> Identify and summarize central ideas and key details from spoken informational texts or discussions about helping others.</p> <p><b>S2:</b> Recognize how tone and word choice in oral explanations show importance or persuasion.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Explain a real-world problem and possible solution using clear organization and precise vocabulary.</p> <p><b>S4:</b> Use correct pronouns and prepositions to connect ideas clearly when presenting information.</p> <p><b>Reading</b></p> <p><b>S5:</b> Apply the “Determine Importance” strategy to identify central ideas, supporting details, and relationships in nonfiction texts.</p> <p><b>S6:</b> Analyze how word choice and text structure guide readers to</p>
--	---	---

		<p>understand the author's main message or solution.</p> <p><b>Writing</b>  <b>S7:</b> Write a problem–solution essay that introduces a topic, explains the issue, and proposes a clear, supported solution.</p> <p><b>S8:</b> Use transition words, possessives, and pronouns to create cohesion and connect ideas logically within and between paragraphs.</p>
--	--	--



Course Name ELD 2

Unit Title Unit 5

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA 9-12 Narrate Interpretive</b> Interpret language arts narratives by	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive</b>            Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive</b>            Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity</li> </ul>	<p><i>Students will understand that...</i></p> <p><b>U1:</b> Authors use character actions, events, and language choices to reveal themes about fairness and justice.</p> <p><b>U2:</b> Readers make deeper meaning when they connect a story's ideas and experiences to their own lives and the world around them.</p> <p><b>U3:</b> Precise adjectives and adverbs help writers describe processes and ideas clearly.</p> <p><b>U4:</b> Clear organization and connected ideas help writers explain complex processes or concepts so readers can follow each step or relationship.</p>	<p><i>Students will keep considering...</i></p> <p><b>E1:</b> Do people get what they deserve?</p> <p><b>E2:</b> How do language choices and details show what's fair or unfair?</p>
	<b>Acquisition</b>	
	<p><i>Students will know that...</i></p> <p><b>K1:</b> Stories develop themes about fairness and justice through characters' decisions, actions, and outcomes.</p>	<p><i>Students will be skilled at...</i></p> <p><b>Listening</b>  <b>S1:</b> Identify the theme or central idea in spoken stories or discussions about fairness and justice.</p>

<p>about complex attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul>	<p><b>K2:</b> Adjectives and adverbs make writing more descriptive and precise by showing how and to what degree things happen.</p> <p><b>K3:</b> Readers can identify a text's central idea by focusing on key details, examples, and explanations that repeat or stand out.</p> <p><b>K4:</b> Authors use tone, connotation, and key words to shape how readers feel about characters, actions, or events.</p> <p><b>K5:</b> A well-written process description introduces the topic, organizes steps logically, and connects ideas with transition words for cohesion.</p>	<p><b>S2:</b> Recognize how tone, adjectives, and adverbs in oral language reveal opinions or emphasize key ideas.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Explain connections between personal experiences and a text's ideas about fairness, using clear examples.</p> <p><b>S4:</b> Use descriptive language and transition words to explain a process or idea orally.</p> <p><b>Reading</b></p> <p><b>S5:</b> Make text-to-self, text-to-text, and text-to-world connections to deepen understanding of characters and themes.</p> <p><b>S6:</b> Analyze how an author's word choice, character decisions, and event sequence shape the story's theme.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a description of a process that clearly introduces the topic, uses adjectives and adverbs for</p>
--	---	---

		<p>precision, and organizes steps logically.</p> <p><b>S8:</b> Revise writing to improve coherence, word choice, and grammatical accuracy using pronouns, adjectives, and adverbs effectively.</p>
--	--	--



Course Name ELD 2

Unit Title Unit 6

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
Standards	Transfer	
<p><b>ELD 2. Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Expressive</b>            Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text</li> </ul>	<p>Students will be able to independently use their learning to...</p> <p><input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels</p>	
	Meaning	
	<p><b>UNDERSTANDINGS</b>            Students will understand that...</p> <p><b>U1:</b> Persuasive texts use claims, reasons, evidence, and rhetorical</p>	<p><b>ESSENTIAL QUESTIONS</b>            Students will keep considering...</p> <p><b>E1:</b> What rights and responsibilities should teens have?</p>

<p><b>ELD-LA 9-12 Argue Interpretive</b> Interpret language arts arguments by</p> <ul style="list-style-type: none"> <li>Identify and summarize central ideas of primary or secondary sources</li> <li>Analyze use of rhetoric and details to advance point of view or purpose</li> <li>Evaluate and corroborate relevance and sufficiency of evidence as well as validity of reasoning</li> </ul> <p><b>ELD-LA 9-12 Argue Expressive</b> Construct language arts arguments that</p> <ul style="list-style-type: none"> <li>Introduce and develop precise claims and address counterclaims</li> <li>Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence</li> <li>Establish and maintain a formal style and objective tone</li> <li>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations</li> </ul>	<p>strategies to shape what audiences think, feel, and believe.</p> <p><b>U2:</b> Strong arguments clearly state a claim, develop it with logical reasoning and relevant evidence, and address opposing viewpoints in a fair, credible way.</p> <p><b>U3:</b> Effective persuasive writing uses clear organization, transitions, and formal tone so ideas flow logically and the message is cohesive and convincing.</p>	<p><b>E2:</b> How do people use evidence and language to influence what others think or decide?</p>
	<b>Acquisition</b>	
	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Arguments are built from claims, reasons, evidence, and counterclaims, which work together to influence an audience.</p> <p><b>K2:</b> Rhetorical techniques—such as emotional appeal, specific word choice, repetition, and examples—shape tone and strengthen an argument's impact.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b> <b>S1:</b> Identify and summarize the central claim and key reasons from a spoken argument or discussion.</p> <p><b>S2:</b> Evaluate the strength of evidence and rhetorical techniques used by a speaker to influence the audience.</p> <p><b>Speaking</b></p>

	<p><b>K3:</b> Strong evidence is relevant and logically connected to the claim. Weak evidence diminishes an argument's credibility.</p> <p><b>K4:</b> Transitions, conjunctions, and sentence structures help writers create cohesion so ideas flow logically from claim to counterclaim to conclusion.</p> <p><b>K5:</b> A persuasive essay introduces the issue clearly, presents a claim, addresses counterclaims, and concludes with a recommendation for action or belief.</p>	<p><b>S3:</b> Present a clear opinion on an issue using claims, reasons, and evidence.</p> <p><b>S4:</b> Respond to others' ideas by acknowledging counterclaims and offering logical rebuttals using formal tone.</p> <p><b>Reading</b> <b>S5:</b> Analyze the claim, reasons, evidence, and rhetorical strategies an author uses to influence the audience in persuasive texts.</p> <p><b>S6:</b> Evaluate whether an author's evidence is relevant, sufficient, and logically connected to the claim.</p> <p><b>Writing</b> <b>S7:</b> Write a persuasive essay that introduces a claim, supports it with relevant evidence, addresses counterclaims, and concludes with a recommendation.</p> <p><b>S8:</b> Revise writing to improve cohesion by using transitions, conjunctions, precise language, and varied sentence structures.</p>
--	---	--



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>ELD 2. Language for Language Arts</b>  <b>ELD-LA 9-12 Narrate Interpretive:</b> Interpret language arts narratives by <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text</li> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</li> </ul> <b>ELD-LA 9-12 Inform Expressive:</b> Interpret informational texts in	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English at increasingly higher levels	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  <b>U1:</b> Writers and playwrights use language, structure, and imagery to shape the impressions readers form about characters and themes.  <b>U2:</b> Visualizing details in drama and poetry helps readers interpret tone, mood, and meaning.  <b>U3:</b> Readers' interpretations are shaped by the language, structure, and details authors choose to include.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>  <b>E1:</b> What do you do to make an impression?  <b>E2:</b> How do authors use language and structure to influence the impressions readers form?

language arts by <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>Develop coherence and cohesion throughout text</li> </ul>	<b>Acquisition</b>	
	<b>KNOWLEDGE</b> <i>Students will know that...</i>  <b>K1:</b> Drama and poetry use dialogue, imagery, and structure to convey theme and character development.  <b>K2:</b> Visualizing means creating mental images based on descriptive details and stage directions in a text.  <b>K3:</b> Compound and complex sentences combine ideas to show relationships between actions and themes.  <b>K4:</b> The present perfect tense connects past actions to present meaning or impact.  <b>K5:</b> Literary analysis explains how specific evidence supports an interpretation of theme, tone, or character.	<b>SKILLS</b> <i>Students will be skilled at...</i>  <b>Listening</b> <b>S1:</b> Identify tone, mood, and character traits when listening to dramatic readings or poetry.  <b>S2:</b> Describe the mental images created while listening to a dramatic or poetic reading, using specific details from the performance.  <b>Speaking</b> <b>S3:</b> Discuss how imagery, dialogue, or structure influences meaning in drama or poetry.  <b>S4:</b> Support interpretations of a text using specific textual evidence in discussion.  <b>Reading</b> <b>S5:</b> Analyze how specific word choices, imagery, or structural elements contribute to theme and tone.

		<p><b>S6:</b> Cite specific word choices or dialogue when explaining how they influence tone or characterization.</p> <p><b>Writing</b></p> <p><b>S7:</b> Write a literary analysis paragraph that introduces a clear interpretation and supports it with textual evidence.</p> <p><b>S8:</b> Use compound and complex sentences to explain relationships between evidence and interpretation.</p>
--	--	--



Course Name ELD 3

Unit Title Unit 1

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning			
Standards	Transfer		
<p><b>9-12 WIDA Standard 2: Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Narrate Interpretive:</b> Interpret language arts narratives by...</p> <ul style="list-style-type: none"> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context).</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.</li> <li>Identifying themes or central ideas that develop over the course of a text</li> </ul>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English</li> </ul>		
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1" data-bbox="618 1518 1307 1816"> <tr> <td data-bbox="618 1518 963 1816"> <p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p><b>U1:</b> Authors reveal character traits, relationships, and motivations through the choices characters make and the actions they take.</p> <p><b>U2:</b> specific word choices shape how readers understand characters, situations, and the themes that develop throughout a text.</p> </td> <td data-bbox="963 1518 1307 1816"> <p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <p><b>E1:</b> What Influences a Person's Choices?</p> <p><b>E2:</b> How do authors and writers use language to help readers understand people's choices and experiences?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p><b>U1:</b> Authors reveal character traits, relationships, and motivations through the choices characters make and the actions they take.</p> <p><b>U2:</b> specific word choices shape how readers understand characters, situations, and the themes that develop throughout a text.</p>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <p><b>E1:</b> What Influences a Person's Choices?</p> <p><b>E2:</b> How do authors and writers use language to help readers understand people's choices and experiences?</p>
	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p><b>U1:</b> Authors reveal character traits, relationships, and motivations through the choices characters make and the actions they take.</p> <p><b>U2:</b> specific word choices shape how readers understand characters, situations, and the themes that develop throughout a text.</p>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <p><b>E1:</b> What Influences a Person's Choices?</p> <p><b>E2:</b> How do authors and writers use language to help readers understand people's choices and experiences?</p>	
<p style="text-align: center;"><b>Acquisition</b></p> <table border="1" data-bbox="618 1816 1307 1906"> <tr> <td data-bbox="618 1816 963 1906"> <p><b>KNOWLEDGE</b> Students will know that...</p> </td> <td data-bbox="963 1816 1307 1906"> <p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b></p> </td> </tr> </table>	<p><b>KNOWLEDGE</b> Students will know that...</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b></p>	
<p><b>KNOWLEDGE</b> Students will know that...</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b></p>		

<p><b>ELD-LA 9-12 Narrate Expressive:</b> Construct language arts narratives that...</p> <ul style="list-style-type: none"> <li>• Orient the audience to context and one or multiple point(s) of view.</li> <li>• Develop and describe characters and their relationships over a progression of experiences or events.</li> <li>• Engage and adjust for audience.</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing central ideas</li> <li>• Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text</li> </ul>	<p><b>K1:</b> Characters' traits, relationships, and actions influence the choices they make and the events that occur in a story.</p> <p><b>K2:</b> Authors use specific words and details to create tone, reveal point of view, and shape readers' understanding of characters and themes.</p> <p><b>K3:</b> Complete sentences require correct subject-verb agreement.</p> <p><b>K4:</b> Sentence fragments can interfere with meaning and clarity.</p> <p><b>K5:</b> Autobiographical narratives establish context, describe significant experiences and relationships, and reflect on how those experiences influenced the writer.</p>	<p><b>S1:</b> Identifying how characters' traits, actions, and relationships influence the choices characters make in a narrative.</p> <p><b>S2:</b> Determining how a speaker's word choice and tone influence the listener's understanding of a character, situation, or point of view.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Discussing how plot, characters, and setting contribute to events and themes in a narrative.</p> <p><b>S4:</b> Sharing personal experiences and reflections using language that is appropriate for the audience and purpose.</p> <p><b>Reading</b></p> <p><b>S5:</b> Monitoring understanding while reading by identifying their own confusion, clarifying unknown meanings, and maintaining comprehension throughout.</p> <p><b>S6:</b> Analyzing how an author's word choices contribute to tone, point of view, and the development of theme.</p> <p><b>Writing</b></p> <p><b>S7:</b> Writing an autobiographical narrative with established context and descriptions of significant experiences and relationships.</p>
		<p><b>S8:</b> Using correct subject-verb agreement in complete sentences.</p>



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>9-12 WIDA Standard 2: Language for Language Arts</b></p> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>Develop coherence and cohesion throughout text.</li> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships.</li> </ul> <p><b>ELD-LA 9-12 Argue Interpretive:</b> Interpret language arts arguments by...</p> <ul style="list-style-type: none"> <li>Identifying and summarizing</li> </ul>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>read, write, listen, and speak in English</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> Students will understand that...</p> <p><b>U1:</b> Authors use rhetoric, details, and evidence to influence what readers think about a topic.</p> <p><b>U2:</b> The strength of an argument depends on the quality, relevance, and sufficiency of its reasoning and evidence.</p> <p><b>U3:</b> Effective writers communicate their positions by organizing claims, evidence, and reasoning to persuade an audience.</p>	<p><b>ESSENTIAL QUESTIONS</b> Students will keep considering...</p> <p><b>E1:</b> Does creativity matter?</p> <p><b>E2:</b> How can I use language and evidence to influence what others believe?</p>
<b>Acquisition</b>		

<p>central ideas of primary or secondary sources.</p> <ul style="list-style-type: none"> <li>Analyzing use of rhetoric and details to advance point of view or purpose.</li> <li>Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.</li> </ul> <p><b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that...</p> <ul style="list-style-type: none"> <li>Introduce and develop precise claims and address counterclaims.</li> <li>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations.</li> </ul>	<p><b>KNOWLEDGE</b> Students will know that...</p> <p><b>K1:</b> Authors communicate their purpose somewhere in their writing.</p> <p><b>K2:</b> Central ideas help readers determine which information is most important in a text.</p> <p><b>K3:</b> Strong arguments include relevant and sufficient evidence to support claims.</p> <p><b>K4:</b> Action verbs can have support from helping verbs that indicate the action verb's tense</p> <p><b>K5:</b> Position papers present a claim, support it with evidence and reasoning, and address alternative viewpoints.</p>	<p><b>SKILLS</b> Students will be skilled at...</p> <p><b>Listening</b></p> <p><b>S1:</b> Identifying the central ideas, claims, and details presented in spoken arguments or informational texts.</p> <p><b>S2:</b> Evaluating whether a speaker's reasons and evidence adequately support a claim.</p> <p><b>Speaking</b></p> <p><b>S3:</b> Discussing how authors and speakers use details, examples, and rhetorical techniques to communicate a purpose.</p> <p><b>S4:</b> Presenting and defending a position using relevant reasons and evidence while responding to differing viewpoints.</p> <p><b>Reading</b></p> <p><b>S5:</b> Determining the most important ideas in a text that are connected to the central idea and supporting evidence</p> <p><b>S6:</b> Analyzing how an author's use of rhetoric, details, and evidence advances a particular point of view.</p> <p><b>Writing</b></p> <p><b>S7:</b> Writing a position paper that introduces and develops a clear claim</p>
---	---	--

		supported by relevant evidence and reasoning. <b>S8:</b> Using present tense action verbs with and without helping verbs.
--	--	--



Course Name ELD 3

Unit Title Unit 3

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>9-12 WIDA Standard 2: Language for Language Arts</b>  <b>ELD-LA 9-12 Narrative Interpretive:</b> Interpret language arts narratives by <ul style="list-style-type: none"> <li>Identifying themes or central ideas that develop over the course of a text.</li> <li>Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context).</li> <li>Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view.</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  <b>U1:</b> Authors develop characters in ways that influence how readers understand heroism and the theme of the text.  <b>U2:</b> Readers use textual evidence and inferences to understand qualities, motivations, and viewpoints that may not be stated directly.  <b>U3:</b> An author's point of view shape how readers interpret characters, events, and themes in the text.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>  <b>E1:</b> What Makes a Hero?  <b>E2:</b> How do authors use language and point of view to shape readers' ideas about heroes?
Acquisition		

<p><b>ELD-LA 9-12 Narrative Expressive:</b> Construct language arts narratives that...</p> <ul style="list-style-type: none"> <li>• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences.</li> </ul> <p><b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing central ideas</li> </ul> <p>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</p> <p><b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>• Develop coherence and cohesion throughout text.</li> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships.</li> </ul>	<p><b>KNOWLEDGE</b> <i>Students will know that...</i></p> <p><b>K1:</b> Authors reveal character traits, motivations, and viewpoints through descriptions, actions, relationships, and dialogue.</p> <p><b>K2:</b> Readers make inferences by combining textual evidence with their background knowledge.</p> <p><b>K3:</b> Word choice influences tone, point of view, and how readers interpret characters and themes.</p> <p><b>K4:</b> Response-to-literature writing explains how textual evidence supports an interpretation of the characters, theme, and/or viewpoint.</p>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <p><b>Listening</b></p> <p><b>S1:</b> Identifying character traits, motivations, and viewpoints presented in a spoken/read narrative.</p> <p><b>S2:</b> Use details from a spoken/read text to make inferences about a character's actions, decisions, or qualities..</p> <p><b>Speaking</b></p> <p><b>S3:</b> Discussing how characters' actions and relationships contribute to the development of the theme in a narrative.</p> <p><b>S4:</b> Supporting interpretations of characters, themes, and/or viewpoints using relevant textual evidence.</p> <p><b>Reading</b></p> <p><b>S5:</b> Making inferences about characters, themes, and viewpoints using textual evidence together with their background knowledge.</p> <p><b>S6:</b> Analyzing how an author's word choices contribute to tone, point of view, and the development of theme.</p> <p><b>Writing</b></p> <p><b>S7:</b> Writing a response to literature that explains how textual evidence supports an interpretation of a character, theme, or viewpoint.</p>
		<p><b>S8:</b> Using present, past, and future verb tenses appropriately when explaining events, character development, and themes in literature. .</p>



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<b>9-12 WIDA Standard 2: Language for Language Arts</b>  <b>ELD-LA 9-12 Inform Interpretive:</b> Interpret informational texts in language arts by... <ul style="list-style-type: none"> <li>Identifying and/or summarizing central ideas</li> <li>Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> </ul> <b>ELD-LA 9-12 Inform Expressive:</b> Construct informational texts in language arts that... <ul style="list-style-type: none"> <li>Introduce and define topic and/or</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  <b>U1:</b> Knowledge grows when readers ask questions, investigate information, and evaluate what's important.  <b>U2:</b> The structure of an informational text impacts how well the reader understands the information.  <b>U3:</b> Effective research writing presents information objectively, clearly, and logically for an audience.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>  <b>E1:</b> How can knowledge open doors?  <b>E2:</b> How can language open doors?
<b>Acquisition</b>		

entity for audience. <ul style="list-style-type: none"> <li>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships.</li> <li>Develop coherence and cohesion throughout text.</li> <li>Establish an objective or neutral stance.</li> </ul> <b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that <ul style="list-style-type: none"> <li>Establish and maintain a formal style and objective tone.</li> </ul>	<b>KNOWLEDGE</b> <i>Students will know that...</i>  <b>K1:</b> Central ideas help readers determine the most important information in a text.  <b>K2:</b> Informational texts use text structures to organize ideas and show relationships among concepts.  <b>K3:</b> Research reports introduce a topic, present information objectively, and support understanding with relevant details and evidence.  <b>K4:</b> Formal writing uses precise language, objective tone, and clear organization to communicate information effectively.	<b>SKILLS</b> <i>Students will be skilled at...</i>  <b>Listening</b> <b>S1:</b> Identifying central ideas and important supporting details presented in spoken/read informational texts. <b>S2:</b> Using questions and evidence from a spoken/read text to make inferences about information presented.  <b>Speaking</b> <b>S3:</b> Discussing how text structures help organize information and communicate relationships among ideas. <b>S4:</b> Presenting information using an objective tone and relevant details appropriate for audience and purpose..  <b>Reading</b> <b>S5:</b> Determining the most important ideas in informational texts by identifying central ideas and supporting details. <b>S6:</b> Analyzing how text structures, descriptions, and details communicate information and relationships among concepts.  <b>Writing</b> <b>S7:</b> Writing a research report.
--	---	---

		<b>S8:</b> including proper possessive forms and pronouns in both formal and informal writing.
--	--	--



Course Name ELD 3

Unit Title Unit 5

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<b>9-12 WIDA Standard 2: Language for Language Arts</b>  <b>ELD-LA 9-12 Argue Interpretive:</b> Interpret language arts arguments by <ul style="list-style-type: none"> <li>Analyze use of rhetoric and details to advance point of view or purpose.</li> <li>Evaluate and corroborate relevance and sufficiency of evidence as well as validity of reasoning to support claims.</li> </ul> <b>ELD-LA 9-12 Argue Expressive:</b> Construct language arts arguments that <ul style="list-style-type: none"> <li>Support claims and refute counterclaims with valid</li> </ul>	<i>Students will be able to independently use their learning to...</i> <input type="checkbox"/> read, write, listen, and speak in English	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  <b>U1:</b> Media messages use rhetoric, details, and evidence to influence how people think, feel, and act.  <b>U2:</b> Effective persuasive communication anticipates opposing viewpoints and uses evidence and reasoning to support a position.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>  <b>E1:</b> How do the Media shape the way people think?  <b>E2:</b> How do people use language to influence what others believe?
	<b>Acquisition</b>	
	<b>KNOWLEDGE</b> <i>Students will know that...</i>	<b>SKILLS</b> <i>Students will be skilled at...</i> <b>Listening</b>

<p>reasoning and relevant and sufficient evidence.</p>	<p><b>K1:</b> Media messages use persuasive techniques, details, and evidence to influence audiences.</p> <p><b>K2:</b> Strong arguments use relevant and sufficient evidence to support claims and evaluate opposing viewpoints.</p> <p><b>K3:</b> Compound and complex sentences help writers connect claims, evidence, and reasoning in persuasive writing.</p>	<p><b>S1:</b> Analyzing how speakers use rhetoric, details, and evidence to influence an audience's beliefs or actions.</p> <p><b>Speaking</b></p> <p><b>S2:</b> Supporting a position and responding to opposing viewpoints using relevant evidence and logical reasoning.</p> <p><b>Reading</b></p> <p><b>S3:</b> Evaluating how persuasive texts use rhetoric, details, and evidence to advance a point of view or purpose.</p> <p><b>Writing</b></p> <p><b>S4:</b> Write a persuasive essay that supports a claim and refutes a counterclaim using relevant evidence and logical reasoning.</p>
--	--	---



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>CC.1.2.8.A</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p><b>CC.1.2.8.F</b> Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p><b>CC.1.3.8.A</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand a historical event through historical fiction, and relate to those events through connection with the characters.</li> <li><input type="checkbox"/> write an informational text on a topic of choice, and supplement the writing with multimedia.</li> <li><input type="checkbox"/> conduct research while evaluating information to write informatively about a topic.</li> <li><input type="checkbox"/> demonstrate the ability to formulate a claim and develop an analysis through a written response to literature.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical fiction is imagined stories based on real events from the past</li> <li><input type="checkbox"/> An author's style can influence a reader's perspective</li> <li><input type="checkbox"/> The meaning and tone of a literary text are shaped by an author's intentional use of</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do authors blend historical fact with fiction to shape a reader's understanding of the past?</li> <li><input type="checkbox"/> In what ways do an author's stylistic choices influence how we perceive characters and historical events?</li> </ul>

<p><b>CC.1.3.8.C</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>CC.1.3.8.D</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>CC.1.3.8.F</b> Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p><b>CC.1.4.8.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p><b>CC.1.4.8.B</b> Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p><b>CC.1.4.8.C</b> Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.8.D</b> Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to</p>	<p>figurative and connotative language</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A theme or central idea is developed over the course of a text through its relationship to characters, setting, and plot.</li> <li><input type="checkbox"/> dialogue and events in a story can impact the plot and character(s).</li> <li><input type="checkbox"/> informative writing is a synthesis of pertinent details that outline a topic, following a logical structure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does a text develop to show the reader themes about life and human nature?</li> <li><input type="checkbox"/> How do writers clearly inform an audience about a topic utilizing research?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know that authors create historical fiction by combining actual events with imagined elements.</li> <li><input type="checkbox"/> I know that an author's craft can influence the way a reader views a character, event, setting, etc.</li> <li><input type="checkbox"/> I know the difference between figurative and connotative meanings and how they influence the overall tone of a story.</li> <li><input type="checkbox"/> I know the difference between a "topic" (e.g., war) and a "theme" (e.g., war changes a person's identity) and a summary.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine which parts of a story are based on actual historical events.</li> <li><input type="checkbox"/> I can identify how the author's craft choices (POV, flashback, foreshadowing, etc.) affect the text.</li> <li><input type="checkbox"/> I can explain how a specific conversation or event in a story forces a character to make a difficult decision.</li> <li><input type="checkbox"/> I can show how an author uses what a character says to reveal their personality or "hidden" traits.</li> <li><input type="checkbox"/> I can identify figurative language and explain how it</li> </ul>

<p>aiding comprehension.</p> <p><b>CC.1.4.8.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>· Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>· Use sentences of varying lengths and complexities.</li> <li>· Create tone and voice through precise language.</li> <li>· Establish and maintain a formal style.</li> </ul> <p><b>CC.1.4.8.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.2.8.A</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.2.8.G</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know how a theme is developed in a text.</li> <li><input type="checkbox"/> I know that dialogue and events are an opportunity for character and/or plot development.</li> <li><input type="checkbox"/> I know that informative writing follows a structure that supports its purpose.</li> </ul>	<p>contributes to the meaning of a text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain how connotation affects a reader's interpretation of characters or events in a text.</li> <li><input type="checkbox"/> I can track how a theme develops from the beginning to the end of a text.</li> <li><input type="checkbox"/> I can analyze the impact of dialogue and incidents on a text.</li> <li><input type="checkbox"/> I can write informatively to explain a topic, using an appropriate structure for the purpose.</li> </ul>
--	--	--

<p><b>CC.1.2.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.8.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.8.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.3.8.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.3.8.K</b> Read and comprehend literary fiction on grade level, reading independently and</p>		
--	--	--

<p>proficiently.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>		
---	--	--

<p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.X 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 discipline-specific tasks, purposes, and audiences.</p>		
---	--	--



STAGE 1   DESIRED RESULTS			
Context and relevance for student learning			
Standards	Transfer		
<p><b>C.C.1.2.8.A</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>C.C.1.2.8.D</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>C.C.1.2.8.E</b> Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p><b>C.C.1.2.8.H</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze an author's argument and evaluate the supporting evidence.</li> <li><input type="checkbox"/> research a topic to develop an argument, and present their argument orally and in writing.</li> <li><input type="checkbox"/> demonstrate the ability to formulate a claim and develop an analysis through a written response to literature.</li> </ul>		
	<p style="text-align: center;"><b>Meaning</b></p> <table border="1"> <tr> <td> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective arguments are built on a foundation of logical reasoning and supported by relevant, sufficient evidence from credible sources.</li> <li><input type="checkbox"/> c.c.An author's perspective and purpose shape the way they present an argument and the evidence they choose to include or omit.</li> </ul> </td> <td> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I determine if an author's argument is sound and their evidence is sufficient?</li> <li><input type="checkbox"/> How does acknowledging opposing viewpoints actually make my own argument stronger?</li> <li><input type="checkbox"/> How do I effectively research and evaluate sources to find the most credible evidence for my claim?</li> </ul> </td> </tr> </table>		<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective arguments are built on a foundation of logical reasoning and supported by relevant, sufficient evidence from credible sources.</li> <li><input type="checkbox"/> c.c.An author's perspective and purpose shape the way they present an argument and the evidence they choose to include or omit.</li> </ul>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective arguments are built on a foundation of logical reasoning and supported by relevant, sufficient evidence from credible sources.</li> <li><input type="checkbox"/> c.c.An author's perspective and purpose shape the way they present an argument and the evidence they choose to include or omit.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do I determine if an author's argument is sound and their evidence is sufficient?</li> <li><input type="checkbox"/> How does acknowledging opposing viewpoints actually make my own argument stronger?</li> <li><input type="checkbox"/> How do I effectively research and evaluate sources to find the most credible evidence for my claim?</li> </ul>		

<p><b>C.C.1.2.8.I</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p><b>C.C.1.4.8.G</b> Write arguments to support claims.</p> <p><b>C.C.1.4.8.H</b> Introduce and state an opinion on a topic</p> <p><b>C.C.1.4.8.I</b> Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p><b>C.C.1.4.8.J</b> Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CC.1.5.8.A</b> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.8.B</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counterclaims are essential components of a strong argument as they demonstrate an understanding of the topic's complexity and strengthen the overall claim.</li> <li><input type="checkbox"/> Argumentative writing requires a formal style and a logical structure to clearly communicate a position to a specific audience.</li> <li><input type="checkbox"/> Rhetorical devices and precise language are intentional tools used to create tone, voice, and influence an audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do authors strategically use formal style and rhetorical devices to establish authority and manipulate the audience's response?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the essential components of an argument: claim, reasons, evidence, and counterclaims, and rebuttals..</li> <li><input type="checkbox"/> I know how to distinguish between a fact and an opinion in an argumentative text.</li> <li><input type="checkbox"/> I know the characteristics of a formal writing style and how to maintain it throughout a piece.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can analyze an author's argument and evaluate the soundness of their reasoning.</li> <li><input type="checkbox"/> I can formulate a clear, arguable claim and support it with logical reasons and relevant evidence.</li> <li><input type="checkbox"/> I can distinguish my own claim from alternate or opposing claims (counterclaims) and</li> </ul>

<p><b>CC.1.5.8.C</b> Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p> <p><b>CC.1.5.8.D</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p><b>CC.1.5.8.E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.8.F</b> Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p><b>CC.1.5.8.G</b> Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.</p> <p><b>C.C.1.4.8.X</b> 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 discipline-specific tasks, purposes and audiences.</p> <p><b>C.C.1.4.8.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to identify and evaluate the credibility of various print and digital sources.</li> <li><input type="checkbox"/> I know how transitions create cohesion and clarify the relationships between claims and evidence.</li> <li><input type="checkbox"/> I know how authors use rhetorical devices to persuade their audience.</li> </ul>	<p>address them effectively (rebuttal).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can conduct research on a topic to gather evidence while citing my sources correctly to avoid plagiarism.</li> <li><input type="checkbox"/> I can organize my writing logically, using transitions to connect my thoughts and a concluding statement that reinforces my argument.</li> <li><input type="checkbox"/> I can present my findings and claims orally, maintaining eye contact and clear pronunciation.</li> </ul>
--	--	--

<p><b>C.C.1.4.8.T</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>C.C.1.4.8.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>C.C.1.4.8.U</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>C.C.1.4.8.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>C.C.1.3.8.A</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>C.C.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
--	--	--

<p><b>C.C.1.3.8.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>C.C.1.2.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>C.C.1.2.8.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>C.C.1.3.8.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>C.C.1.2.8.L</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>C.C.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>C.C.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p>		
---	--	--



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>C.C.1.3.8.E</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>C.C.1.2.8.I</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>CC.1.3.8.H</b> Analyze how a modern work of fiction draws on themes, patterns of events, or</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> determine a theme or central idea of a myth and analyze its development over the course of the text, specifically evaluating its relationship to the characters, setting, and plot.</li> <li><input type="checkbox"/> write narrative pieces (such as original myths) that develop imagined experiences or events using effective techniques, relevant descriptive details, and well-structured plot sequences.</li> <li><input type="checkbox"/> demonstrate the ability to formulate a claim and develop an analysis through a written response to literature.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Myths serve as foundational narratives that reflect the values, beliefs, and cultural identities of the societies that created them.</li> <li><input type="checkbox"/> Theme development in mythology is a deliberate</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do myths help us understand the values and complexities of different cultures and human nature itself?</li> <li><input type="checkbox"/> How do myths act as a bridge between generations, allowing</li> </ul>

<p>character types from traditional works, including describing how the material is rendered new.</p> <p><b>CC.1.4.8.M</b> Write narratives to develop real or imagined experiences or events</p> <p><b>CC.1.4.8.N</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p><b>CC.1.4.8.O</b> Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>CC.1.4.8.P</b> Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or</p>	<p>process where authors use the interaction between characters, setting, and plot to convey universal truths.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative craft and technique, such as well-structured plot sequences and relevant descriptive details, are essential for creating engaging and believable imagined experiences.</li> <li><input type="checkbox"/> Effective creative writing requires a balance of original "myth-making" and a deep understanding of traditional narrative structures and archetypes.</li> </ul>	<p>societies to preserve their history and pass down universal truths and cultural values?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What makes a "new myth" compelling, and how can I use traditional narrative techniques to bring my own imagined events to life?</li> <li><input type="checkbox"/> How does following an established narrative structure allow a creator to communicate their ideas more effectively?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the defining characteristics of myths and how they differ from other forms of narrative fiction.</li> <li><input type="checkbox"/> I know the essential elements of a narrative arc, including how to build a well-structured</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can determine a central theme or idea in a myth and track its evolution throughout the text.</li> <li><input type="checkbox"/> I can write an original myth that utilizes effective narrative techniques and relevant</li> </ul>

<p>setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narra</p> <p><b>CC.1.4.8.Q</b> Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language.</p> <p><b>C.C.12.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>C.C.12.8.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>C.C.1.3.8.A</b> Determine a theme or central idea of a text and analyze its development over the course</p>	<p>plot sequence with a clear beginning, middle, and end.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know how to identify and define themes in mythology by analyzing the development of the text.</li> <li><input type="checkbox"/> I know the specific techniques for creative writing, such as using sensory details, dialogue, and pacing to develop imagined experiences.</li> </ul>	<p>descriptive details to engage an audience.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can produce and publish a polished creative writing piece using digital tools and collaborating with peers for revision.</li> </ul>
--	--	---

<p>of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>C.C.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>C.C.1.3.8.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>C.C.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.4.8.L</b> Demonstrate a grade appropriate command of the conventions of</p>		
---	--	--

<p>standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.C.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.C.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>C.C.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>C.C.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and</p>		
--	--	--

<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		
--	--	--



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>CC.1.4.8.D</b> Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p><b>CC.1.4.8.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Create tone and voice through precise language.</li> <li>Establish and maintain a formal style.</li> </ul> <p><b>CC.1.4.8.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>critically analyze and compare how different dystopian authors develop central themes, characters, and settings to comment on societal issues.</li> <li>synthesize evidence from multiple literary texts to support a complex analysis of how dystopian elements function across different narratives.</li> </ul>	
	<p><b>Meaning</b></p> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Authors write dystopian stories to highlight problems in our current world and warn us about what might happen if those problems continue.</li> <li>Authors create dystopian protagonists who often begin as part of the status quo but evolve to challenge the oppressive world around them.</li> </ul> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do dystopian authors use their fictional worlds to comment on or critique real-world societal issues?</li> <li>How does a dystopian setting force a character to change, resist, or succumb to their environment?</li> </ul>	

<p>and spelling.</p> <p><b>CC.1.4.8.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Create tone and voice through precise language.</li> <li>Establish and maintain a formal style.</li> </ul> <p><b>CC.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.2.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.8.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.8.L</b> Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.3.8.A</b> Determine a theme or central idea of a text and analyze its development over the course</p>	<ul style="list-style-type: none"> <li>A character's internal conflict and ultimate choices are what drive the plot and reveal the author's deeper warnings about society.</li> <li>Using different "lenses" for literary criticism means looking at a book from different angles to find deeper meanings you might miss at first.</li> <li>Using different "lenses" for literary criticism helps us analyze a character's motivations, such as how their history or their social class shapes their actions.</li> <li>A strong essay needs to be organized by grouping similar ideas together and using smooth transitions so the reader can follow your argument.</li> <li>Using a formal tone and professional language makes your academic writing sound more credible and clear.</li> </ul>	<ul style="list-style-type: none"> <li>In what ways do the protagonist's specific traits—like their flaws or their strengths—help them survive or fail in a broken society?</li> <li>How does applying a specific literary lens (criticism) change or deepen our understanding of a text?</li> </ul>
---	--	--

<b>Acquisition</b>		
<p>of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>CC.1.3.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p><b>CC.1.3.8.C</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p><b>CC.1.3.8.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.8.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.3.8.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.8.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.8.R</b></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the common characteristics of dystopian fiction, such as oppressive governments, the loss of individualism, and environmental ruin.</li> <li><input type="checkbox"/> I know what literary criticism is and how to apply different lenses to see a book in a new way.</li> <li><input type="checkbox"/> I know how dystopian authors use archetypal characters to tell a story.</li> <li><input type="checkbox"/> I know the specific vocabulary used to talk about dystopian societies and literary analysis.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can analyze how a character develops over the course of a dystopian novel and how their transformation impacts the story's message.</li> <li><input type="checkbox"/> I can apply a specific literary lens to analyze a character's role and identity within the story.</li> <li><input type="checkbox"/> I can pick out the best quotes and evidence from a text to support a sophisticated literary criticism.</li> <li><input type="checkbox"/> I can write a formal analysis that synthesizes information from a text with a chosen critical perspective.</li> </ul>

<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.8.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>CC.1.4.8.T</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>CC.1.4.8.U</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>CC.1.4.8.V</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>CC.1.4.8.W</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		
--	--	--

<p>CC.14.8.X 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 discipline-specific tasks, purposes and audiences.</p>		
---	--	--



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p><b>1.2 Reading Informational Text</b>  <b>CC.1.2.9-10.A</b>            Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.1.2.9-10.B</b>            Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p><b>CC.1.2.9-10.C</b>            Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.1.2.9-10.E</b>            Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p><b>Transfer</b>  <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze the message conveyed in works of fiction and nonfiction to better understand how reflecting on the past shapes future goals.</li> </ul>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reflecting on the past can be beneficial in avoiding repeated mistakes in the future</li> <li><input type="checkbox"/> experiences impact behavior and opinions</li> <li><input type="checkbox"/> informational text can be used to demonstrate learning</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does reflecting on the past shape our future?</li> <li><input type="checkbox"/> What does the past have to do with the future?</li> <li><input type="checkbox"/> When is it most beneficial to reflect on the past?</li> <li><input type="checkbox"/> In what ways do we use informational text to deepen understanding?</li> </ul>
	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p><b>CC.1.2.9-10.F</b>            Analyze how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.9-10.G</b>            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.</p> <p><b>CC.1.2.9-10.J</b>            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. (Background)</p> <p><b>CC.1.2.9-10.K</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (Background)</p> <p><b>1.3 Reading Literature</b>  <b>CC.1.3.9-10.A</b>            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; provide an objective summary of the text.</p> <p><b>CC.1.3.9-10.B</b>            Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p>	<p><b>Informational Text:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Main Idea/Supporting details</li> <li><input type="checkbox"/> citing evidence</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character Development               <ul style="list-style-type: none"> <li><input type="checkbox"/> Characterization</li> <li><input type="checkbox"/> Character Motivation</li> </ul> </li> <li><input type="checkbox"/> Conflict               <ul style="list-style-type: none"> <li><input type="checkbox"/> contributing to theme</li> </ul> </li> <li><input type="checkbox"/> Academic Literary Terms:               <ul style="list-style-type: none"> <li><input type="checkbox"/> simile/metaphor</li> <li><input type="checkbox"/> imagery</li> <li><input type="checkbox"/> tone</li> <li><input type="checkbox"/> inference</li> </ul> </li> <li><input type="checkbox"/> Theme/Central Idea</li> <li><input type="checkbox"/> Vocabulary Words in Context</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Textual Evidence</li> <li><input type="checkbox"/> Reliable, academic resources for research</li> <li><input type="checkbox"/> Locating appropriate evidence from a larger text</li> <li><input type="checkbox"/> Synthesizing evidence in support of a claim</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions.</li> <li><input type="checkbox"/> selecting relevant textual evidence to support analysis of fiction and nonfiction works.</li> <li><input type="checkbox"/> selecting relevant textual evidence in their informational writing.</li> <li><input type="checkbox"/> determining the theme</li> <li><input type="checkbox"/> organizing writing to add interest</li> <li><input type="checkbox"/> writing with an awareness of style</li> <li><input type="checkbox"/> demonstrating a command of conventions</li> </ul>

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p><b>CC.1.3.9-10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.1.3.9-10.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>1.4 Writing</b> CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p>		

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. · Use precise language and domain-specific vocabulary to manage the complexity of the topic. · Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. · Introduce the precise claim.</p> <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>		

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. - Use parallel structure. - Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</p>		

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p>avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.</p>		



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>1.3 Reading Literature</b>  <b>CC.1.3.9-10.A</b>            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; provide an objective summary of the text.</p> <p><b>CC.1.3.9-10.C</b>            Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.1.3.9-10.F</b>            Analyze how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.3.9-10.B</b>            Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze the message conveyed in works of fiction and nonfiction to better understand how power can be used and/or abused.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a range of factors can either strengthen or undermine a power.</li> <li><input type="checkbox"/> power or lack of power can affect an individual.</li> <li><input type="checkbox"/> with power comes responsibility.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is power achievable for some but not all?</li> <li><input type="checkbox"/> What are the factors which create an imbalance of power?</li> <li><input type="checkbox"/> What role does ambition play in the acquisition of power?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Central Idea/Theme</li> <li><input type="checkbox"/> Building Tension</li> <li><input type="checkbox"/> Character Development               <ul style="list-style-type: none"> <li>o through the entirety of a text.</li> </ul> </li> <li><input type="checkbox"/> Setting and its effect on plot</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p><b>CC.1.3.9-10.D</b>            Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p><b>CC.1.3.9-10.G</b>            Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p><b>CC.1.3.9-10.I</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.9-10.J</b>            Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.3.9-10.K</b>            Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>1.4 Writing</b>  <b>CC.1.4.9-10.S</b>            Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How words and phrases shape meaning and tone in a text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyzing the development of characters and how that plays a role in the perception of power.</li> <li><input type="checkbox"/> writing with an awareness of style.</li> <li><input type="checkbox"/> demonstrating a command of conventions.</li> </ul>



STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p><b>1.3 Reading Literature</b> CC.1.3.9-10.A 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; provide an objective summary of the text.</p> <p><b>CC.1.3.9-10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.1.3.9-10.D</b> Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p><b>CC.1.3.9-10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>analyze the message conveyed in works of fiction and nonfiction to better understand how our values and priorities shape our connection to the world around us.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>they are interconnected with the world around them.</li> <li>identities are ever-evolving, while it is important to recognize our common humanity.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What makes you who you are?</li> <li>What authentic experiences shape our paradigm?</li> <li>How do values and priorities shape your connection to the world?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>point of view</li> <li>how to analyze key scenes within a text to extrapolate meaning</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>identifying the impact of point of view.</li> <li>interpreting symbols in the text based on analysis of key scenes.</li> </ul>

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p>support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p><b>1.4 Writing</b> CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. · Use parallel structure. · Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<ul style="list-style-type: none"> <li>rhetorical devices               <ul style="list-style-type: none"> <li>ethos, pathos, logos</li> </ul> </li> <li>character development through dialogue</li> </ul>	<ul style="list-style-type: none"> <li>understanding the effect rhetorical devices can have on an audience</li> <li>demonstrating a command of conventions</li> </ul>

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<p><b>1.5 Speaking and Listening</b></p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>		



Course Name 10th Grade English

Unit Title Acceptance

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
<b>Standards</b>	<b>Transfer</b>	
<p><b>1.3 Reading Literature</b></p> <p>CC.1.3.9-10.A 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; provide an objective summary of the text.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>Standard - CC.1.3.9-10.E</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze the message conveyed in works of fiction and nonfiction to better understand the human condition.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> there is good and evil in humans.</li> <li><input type="checkbox"/> the desire for acceptance and validation can determine a person's choices.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the duality of human nature?</li> <li><input type="checkbox"/> Why do people sometimes change themselves to gain approval from others?</li> <li><input type="checkbox"/> How can rejection affect a person's identity or actions?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character Development</li> <li><input type="checkbox"/> Setting and its effect on plot.</li> <li><input type="checkbox"/> how words and phrases shape meaning and tone in a text.</li> <li><input type="checkbox"/> how authors manipulate word order and the structure of a text to advance the purpose</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reading and analyzing across various genres.</li> <li><input type="checkbox"/> writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions.</li> </ul>

## STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.U

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.

- using organization to create clear relationships between ideas
- determining and evaluating author's point of view.
- maintaining an awareness of style
- analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<b>Subject</b>	<b>Course</b>	<b>Grade Level</b>	<b>Title</b>	<b>Author(s)</b>	<b>Classroom Use</b>
SEL	SEL	K-12th	Panorama	Panorama	Required
SEL	SEL	K-5	Harmony	Harmony Academy	Required
SEL	SEL	6th-8th	Positivity Project (P2)	Positivity Project (P2)	Required
				Erin's Law Foundation Emily Kuhn , Abby Schaber, Rachel Anderson, Dr. Abbi M.	
Counseling	SEL	K-8	Erin's Law Curriculum	Long	Required

<b>Subject</b>	<b>Grade Level</b>	<b>Intervention Title</b>	<b>Author(s)/Publishers</b>	<b>Classroom Use</b>
Reading	K-2	Bridge the Gap	VanHekken & Bottari	Required
Reading	K-8	Equipped for Reading Success	Kilpatrick	Required
Reading	K-3	Foundations	Wilson Language	Required
Reading	K	Heggerty Pre K Program	VanHekken & Bottari	Required
Reading	6-12	Lexia Power Up	Lexia Learning	Required
Reading	6-12	Leveled Literacy Intervention (LLI)	Fountas & Pinnell	Required
Reading	3-8	Orton Gillingham	Wilson Language	Required
Reading	K-5	Peer Assisted Learning (PALS)	Vanderbilt	Required
Reading	3-5	Read Naturally	lnhot	Required
Reading	6-10	Rewards	Voyager Sopris	Required
Reading	K-1	Road to the Code	Brookes Publishing	Required
Reading	K-5	Sonday System	Imagine Learning	Required
Reading	K-3	Start Up, Build Up, Spiral Up	Benchmark Education	Required
Reading	2-5	Voyager Passport	Voyager Sopris	Required
Math	K-5	Bridges	Math Learning Center	Required
Math	6-8	Foundations	Moving With Math	Required
Math	K-5	Kickstart Number Sense	Zaner Bloser	Required
Math	9-12	IXL		Required

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
Social Studies	Grade 6 Social Studies	6th	World Studies: The Ancient World	Heidi Hayes Jacobs, Michal L. LeVasseur, Kate Kinsella, Kevin Feldman, Inc. Dorling Kindersley	Required
Social Studies	Grade 7 Social Studies	7th	History of our World	Heidi Hayes-Jacobs	Required
Social Studies	Grade 8 Social Studies (On Level/Honors)	8th	The American Nation (Beginnings through 1877)	James West Davidson	Required
Social Studies	Grade 8 Social Studies (On Level/Honors)	8th	Blood on the River	Elisa Carbone	Teacher Choice
Social Studies	Grade 8 Social Studies (On Level/Honors)	8th	Chains	Laurie Halse Anderson	Teacher Choice
Social Studies	Grade 8 Social Studies (On Level/Honors)	8th	Forge	Laurie Halse Anderson	Teacher Choice
Social Studies	Grade 8 Social Studies (On Level/Honors)	8th	Ashes	Laurie Halse Anderson	Teacher Choice
Social Studies	American Studies 1 (On Level)	9th	America: Pathways to the Present	Cayton, Perry, Reed, Winkler	Required
Social Studies	American Studies 1 (Honors)	9th	The American Pageant	Kennedy, Cohen, Bailey	Required
Social Studies	American Studies 1 (Honors)	9th	The King of Mulberry Street	Donna Jo Napoli	Required
Social Studies	AP United States History	9th-12th	America's History, For the AP* Course (Bedford Integrated Media Edition)	James A. Henretta, Eric Hinderaker, Rebecca Edwards	Required
Social Studies	AP United States History	9th-12th	Documenting United States History: Themes, Concepts, and Skills for the AP* Course	Stacy, James, Heller, Stephen	Required
Social Studies	American Studies 2 (On Level)	10th	America: Pathways to the Present	Cayton, Perry, Reed, Winkler	Required
Social Studies	American Studies 2 (Honors)	10th	The American Pageant	Kennedy, Cohen, Bailey	Required
Social Studies	AP Economics	10th-12th	Economics – Principles and Policy	Baumol, William J and Blinder, Alan S	Required
Social Studies	AP European History	10th-12th	A History of Western Society	John McKay, Clare Crowston,, Merry E. Wiesner-Hanks	Required
Social Studies	AP Government	10th-12th	American Government	Wilson, J.Q. & Dilulio, J.J.	Required
Social Studies	AP Psychology	10th-12th	Myers' Psychology	Myers, David G.; DeWall, C. Nathan; Hammer, Elizabeth Yost	Required
Social Studies	AP World History	10th-12th	Ways of the World	Nelson, E. & Strayer, R. W.	Required
Social Studies	World Studies (On Level)	11th	World History: The Human Journey, Modern World	Holt, Rinehart, Winston	Required
Social Studies	World Studies (Honors)	11th	World History: Connections to Today, Modern World	Ellis, Elisabeth Gaynor; Esler, Anthony; Beers, Burton	Required
Social Studies	AP African American Studies	11th-12th	Freedom on My Mind: A History of African Americans, With Documents	White, Deborah G., Mia Bay, and Waldo E. Martin Jr.	Required
Social Studies	Government (Dual Credit)	12th	Magruder's American Government	Prentice Hall	Required
Social Studies	Government (On Level)	12th	Civics Today: Citizenship, Economics, & You	Remy, Patrick, Shaffell, Clayton	Required
Social Studies	Psychology	12th	Psychology 2e	Rose M. Spielman, William J. Jenkins, Marilyn D. Lovett	Required

<b>Subject</b>	<b>Course</b>	<b>Grade Level</b>	<b>Title</b>	<b>Author(s)</b>	<b>Classroom Use</b>
Social Studies	Sociology	12th	Introduction to Sociology	Tonja R. Conerly, Kathleen Holmes, Asha Lal Tamang	Required

<b>Subject</b>	<b>Course</b>	<b>Grade Level</b>	<b>Title</b>	<b>Author(s)</b>	<b>Classroom Use</b>
Math	Course 1	6th	i-Ready Classroom Mathematics	Curriculum Associates	Required
Math	Course 1-2	6th	i-Ready Classroom Mathematics	Curriculum Associates	Required
Math	Course 2	6th-7th	i-Ready Classroom Mathematics	Curriculum Associates	Required
Math	Course 2-3	7th	i-Ready Classroom Mathematics	Curriculum Associates	Required
Math	Course 3	8th	i-Ready Classroom Mathematics	Curriculum Associates	Required
Math	Math Standards	6th-8th	i-Ready Classroom Mathematics	Curriculum Associates	Required
Math	Math Standards	6th-8th	Foundations	Moving With Math	Required

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA	ELA	6	HMH Into Literature Grade 6	25-26 PILOT	Required
ELA	Reading	6	HMH Into Literature Graded 6	25-26 PILOT	Required
ELA			"The Veldt"	Ray Bradbury	Required
ELA	ELA	7	"The Monsters are Due on Maple Street"	Rod Serling	Required
ELA			<i>Hello, Universe</i>	Erin Entrada Kelly	Required
ELA			"The Landlady"	Roald Dahl	Required
ELA			"Wish You Were Here"	Frank Jones	Student Choice
ELA			"The Elevator"	William Slater	Student Choice
ELA			"The Monkey's Paw"	W.W. Jacobs	Teacher Choice
ELA			<i>The Christmas Carol (Drama Version)</i>	Various	Required
ELA			<i>The Crossover</i>	Kwame Alexander	Required
ELA			<i>House Arrest</i>	K. A. Holt	Required
ELA			<i>Anne Frank: The Diary of a Young Girl</i>	Adapted by Mark Falstein	Required
ELA	Reading	7	<i>Anne Frank's Diary: The Graphic Edition (Excerpts)</i>	Ari Folman	Teacher Choice
ELA			<i>Hidden Figures (Young Reader's Edition)</i>	Margot Lee Shetterly	Teacher Choice
ELA			<i>The Outsiders</i>	S. E. Hinton	Teacher Choice
ELA			<i>The Hobbit (Excerpts)</i>	J. R. R. Tolkien	Teacher Choice
ELA			<i>The Hunger Games</i>	Suzanne Collins	Teacher Choice
ELA			<i>Shadow and Bone (Excerpts)</i>	Leigh Bardugo	Teacher Choice
ELA			<i>Booked</i>	Kwame Alexander	Student Choice
ELA			<i>Rebound</i>	Kwame Alexander	Student Choice
ELA			<i>Full Cicada Moon</i>	Marilyn Hinton	Student Choice
ELA			<i>Brown Girl Dreaming</i>	Jacqueline Gruber	Student Choice
ELA			<i>Lifeboat 12</i>	Susan Hood	Student Choice
ELA			"Remarks by the President on America's Energy Security" and "Op Ed: President's Clean Energy Plan Must be Refocused"	Barack Obama and Staff Writer	Required
ELA			"The Power of Solar Energy"	Author Unknown	Teacher Choice
ELA			"Outsmart Your Smartphone"	Catherine Steiner-Adair	Required
ELA			"The Trouble With Television"	Robert MacNeil	Required
ELA			"On Woman's Right to Suffrage"	Susan B. Anthony	Teacher Choice
ELA			"Heads Up, Humans"	Claudia Alarcon	Teacher Choice
ELA			"The Automation Paradox"	James Bessen	Teacher Choice
ELA			"The Locavore Myth" and "It's Time to Become a Locavore"	James E. McWilliams & Neal Peirce	Required
ELA			"Is Binge-Watching a Harmless Pleasure or a Harmful Addiction?"	NewsELA Staff	Teacher Choice
ELA			<i>Ground Zero</i>	Alan Gratz	Required
ELA			"Ambush"	Tim O'Brien	Required
ELA			"Patrol"	Walter Dean Myers	Teacher Choice
ELA			"9/11 Address to the Nation"	George W. Bush	Required
ELA			"September 11th: A Poem"	Kevin Powell	Teacher Choice
ELA			"The War in Vietnam"	Textbook	Teacher Choice
ELA			"September 11 Attacks"	History.com	Required
ELA			"How Technology Has Crowned Music's King"	Bill Dorfton	Required
ELA			"A Glow in the Dark"	Gary Paulson	Required
ELA			"Thank You, Ma'am"	Langston Hughes	Required
ELA			"The Tell-Tale Heart"	Edgar Allan Poe	Required
ELA			"All Summer in a Day"	Ray Bradbury	Required
ELA	ELA	8	<i>The Giver</i>	Lois Lowry	Teacher Choice
ELA			<i>The Adoration of Jenna Fox</i>	Mary E. Pearson	Student Choice
ELA			<i>The Limit</i>	Krisen Landon	Student Choice
ELA			<i>Matched</i>	Allie Condie	Student Choice
ELA			<i>Internment</i>	Samira Ahmed	Student Choice
ELA			<i>Unwind</i>	Neal Shusterman	Student Choice
ELA			<i>Brave New Girl</i>	Rachel Vincent	Student Choice
ELA			<i>Want</i>	Cindy Pon	Student Choice
ELA			<i>Illusive</i>	Emily Lloyd-Jones	Student Choice
ELA			"Harrison Bergeron"	Kurt Vonnegut	Required
ELA			"Pedestrian"	Ray Bradbury	Teacher Choice
ELA			"The Lottery"	Shirley Jackson	Teacher Choice
ELA			"The Machine Stops"	E.M. Forster	Teacher Choice
ELA			"The Fisherman and His Wife"	Brothers Grimm	Teacher Choice
ELA			"Perseus and Medusa"		Teacher Choice
ELA			"Theseus and the Minotaur"		Teacher Choice

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			"Arachne"	Olivia E. Coolidge	Teacher Choice
ELA			"Caged Bird"	Maya Angelou	Teacher Choice
ELA			Greek Myths	Olivia E. Coolidge	Teacher Choice
ELA			"Why are Bees Vanishing?"	Alison Pearce Stevens	Required
ELA			"Can DNA Editing Save Endangered Species?"	Kathiann Kowalski	Required
ELA			"Ithaka"	C.P. Cavafy	Teacher Choice
ELA			"The Odyssey of Homer"	Allen Mandelbaum	Teacher Choice
ELA			"The Rise of Greek City-States: Athens Versus Sparta"	commonlit.org	Required
ELA			"If You Go into the Woods You will Find You have Technology"	Heather Christie	Required
ELA			<i>House of the Scorpion</i>	Nancy Farmer	Student Choice
ELA			<i>Fahrenheit 451</i>	Ray Bradbury	Teacher Choice
ELA			<i>Crossed</i>	Allie Condie	Student Choice
ELA			<i>Reached</i>	Allie Condie	Student Choice
ELA			<i>The Fox Inheritance</i>	Mary E. Pearson	Student Choice
ELA	ELA Honors (additional)	8	<i>Fox Forever</i>	Mary E. Pearson	Student Choice
ELA			<i>UnWholly</i>	Neal Shusterman	Student Choice
ELA			<i>UnSouled</i>	Neal Shusterman	Student Choice
ELA			<i>UnDivided</i>	Neal Shusterman	Student Choice
ELA			<i>UnBound</i>	Neal Shusterman	Student Choice
ELA			<i>Strange New World</i>	Rachel Vincent	Student Choice
ELA			<i>Long Way Down</i>	Jason Reynolds	Required
ELA			"Through the Tunnel"	Doris Lessing	Teacher Choice
ELA			"The Scarlet Ibis"	James Hurst	Teacher Choice
ELA			"First Day Fly"	Jason Reynolds	Teacher Choice
ELA			"Eleven"	Sandra Cisneros	Teacher Choice
ELA			"Most Dangerous Game"	Richard Connell	Teacher Choice
ELA			<i>Of Mice and Men</i>	Steinbeck	Required
ELA			"To a Mouse"	Robert Burns	Required
ELA			"Abandoned Farmhouse"	Kooser	Teacher Choice
ELA			Blues Ain't No Mocking Bird	Toni Cade Bambara	Teacher Choice
ELA	English 9 English 9 Honors		"I Have a Dream"	Martin Luther King Jr.	Required
ELA		9	<i>Night</i>	Eli Weisel	Required
ELA			"Statement to the House Judiciary Committee on the 9/11 Victim Compensation Fund"	Jon Stewart	Teacher Choice
ELA			"Address to United Nations on Climate Change"	DiCaprio	Teacher Choice
ELA			"The UN Climate Action Summit Speech"	Greta Thunberg	Teacher Choice
ELA			"Senate Statement on PBS Funding"	Fred Rogers	Teacher Choice
ELA			<i>Romeo and Juliet</i>	William Shakespeare	Required
ELA			"The Interlopers"	Saki	Teacher Choice
ELA			English Sonnets	William Shakespeare et. al.	Teacher Choice
ELA			<i>Midsummer's Night Dream</i>	William Shakespeare	Student Choice
ELA			<i>Tuesday's with Morrie</i>	Mitch Albom	Student Choice
ELA			<i>The Hate You Give</i>	Angie Thomas	Teacher Choice
ELA	English 9 Honors (additional)		"Glory and Hope"	Nelson Mandela	Required
ELA			<i>Animal Farm</i>	George Orwell	Required
ELA			<i>A Raisin in the Sun</i>	Lorraine Hansberry	Required
ELA			"Women"	Alice Walker	Teacher Choice
ELA	English 10		"A Song in the Front Yard"	Langston Hughes	Teacher Choice
ELA			"The Kitchenette Building"	Gwendolyn Brooks	Teacher Choice
ELA			"Mother to Son"	Langston Hughes	Teacher Choice
ELA			"Harlem"	Langston Hughes	Required
ELA			<i>Lord of the Flies</i>	William Golding	Required
ELA			Ted Talk: A Story of Survival	Hussein A. Bulhan	Teacher Choice
ELA			"What Makes Good People Do Bad Things"	Phillip Zimbardo	Teacher Choice
ELA			"The Stanford Prison Experiments"	Saul McLeod	Teacher Choice
ELA			<i>To Kill a Mockingbird</i>	Harper Lee	Required
ELA			"Everyday Use"	Alice Walker	Teacher Choice
ELA			"Strange Fruit"	Billie Holiday	Teacher Choice
ELA			"Lamb to the Slaughter"	Roald Dahl	Required
ELA			"Where are You Going? Where Have You Been?"	Joyce Carol Oates	Required
ELA			"Harrison Bergeron"	Kurt Vonnegut	Teacher Choice

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			"Occurrence at Owl Creek Bridge"	Ambrose Bierce	Teacher Choice
ELA	English 10		"On the Rainy River"	Tim O'Brien	Teacher Choice
ELA	English 10		"Where Have You Gone, Charming Billy?"	Tim O'Brien	Teacher Choice
ELA	Honors		"Flowers for Algernon"	Daniel Keyes	Teacher Choice
ELA		10	"Louisa, Please Come Home"	Shirley Jackson	Teacher Choice
ELA			"The Bass, The River, and Sheila Mant"	J.D. Wetherell	Teacher Choice
ELA			<i>The Joy Luck Club</i>	Amy Tan	Student Choice
ELA			When the Emperor Was Divine	Julia Otsuka	Student Choice
ELA			<i>Just Mercy</i>	Bryan Stevenson	Student Choice
ELA			<i>Unbroken</i>	Louis Zamperini	Student Choice
ELA			<i>Extraordinary Means</i>	Robyn Schneider	Student Choice
ELA			<i>Darius the Great is Not Okay</i>	Adib Khorram	Student Choice
ELA			<i>Internment</i>	Samira Ahmed	Student Choice
ELA			<i>I'm Not Your Perfect Mexican Daughter</i>	Erika Sanchez	Student Choice
ELA			<i>Reading Lolita in Tehran</i>	Azar Nafisi	Student Choice
ELA			"Nothing Gold Can Stay"	Robert Frost	Student Choice
ELA			"Birches"	Robert Frost	Student Choice
ELA			"Song of Myself # 6:	Walt Whitman	Student Choice
ELA	English 10		"We Real Cool"	Gwendolyn Brooks	Student Choice
ELA	Honors		"Mirror"	Sylvia Plath	Student Choice
ELA	(additional)		<i>The Crucible</i>	Arthur Miller	Required
ELA			"A Poison Tree"	William Blake	Teacher Choice
ELA			"I'm Nobody! Who are You?"	Dickinson	Teacher Choice
ELA			<i>A Separate Peace</i>	John Knowles	Required
ELA			"Ain't I a Woman?"	Truth	Teacher Choice
ELA			"Ambush"	O'Brien	Required
ELA			"Black Boy"	Wright	Required
ELA			"A Pair of Silk Stockings"	Chopin	Required
ELA			"The Devil and Tom Walker"	Hawthorne	Required
ELA	English 11		"The Fish"	Elizabeth Bishop	Required
ELA			"The Life You Save May Be Your Own"	O'Connor	Required
ELA			"The Man I Killed"	O'Brien	Required
ELA			"The Secret Life of Walter Mitty"	Thurber	Teacher Choice
ELA			"To Build a Fire"	London	Required
ELA			"War is Kind"	Crane	Required
ELA			"Aphorisms"	Ben Franklin	Required
ELA			"Harlem"	Hughes	Required
ELA			"I Hear America Singing"	Whitman	Required
ELA			"I, Too"	Hughes	Required
ELA			"Learned Astroner"	Whitman	Required
ELA			"Miniver Cheevy"	Robinson	Required
ELA			"Mirror"	Plath	Required
ELA			"Richard Cory"	Robinson	Required
ELA			"Self-Reliance"	Emerson	Required
ELA			"Success is Counted Sweetest"	Dickinson	Required
ELA			"Tableau"	Cullen	Required
ELA			"The Masque of the Red Death"	Poe	Required
ELA			"Upon Burning of the House"	Broadstreet	Required
ELA			"Walden"	Thoreau	Required
ELA			<i>A Girl Called Fearless</i>	Catherine McKenzie	Student Choice
ELA			<i>A Tale of Two Cities</i>	Charles Dickens	Student Choice
ELA			<i>Brave New World</i>	Aldous Huxley	Student Choice
ELA			<i>Curious Incident of the Dog in the Nighttime</i>	Mark Haddon	Student Choice
ELA	English 11		<i>Dear Martin</i>	Nic Stone	Student Choice
ELA	English 11		<i>Fahrenheit 451</i>	Ray Bradbury	Student Choice
ELA	Honors		<i>Fences</i>	Wilson	Required
ELA			<i>Forget Tomorrow</i>		Student Choice
ELA			<i>Haunting of Hill House</i>	Shirley Jackson	Student Choice
ELA			<i>Heart of Darkness</i>	Joseph Conrad	Student Choice
ELA			<i>Marley and Me</i>	John Grogan	Student Choice
ELA			<i>Monster</i>	Walter Dean Myers	Student Choice

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			<i>One Flew Over the Cuckoos Nest</i>	Ken Kesey	Student Choice
ELA			<i>Project Hail Mary</i>	Andy Weir	Student Choice
ELA			<i>Station Eleven</i>	Emily St. John Mandel	Student Choice
ELA			<i>Symptoms of Being Human</i>	Jeff Garvin	Student Choice
ELA			<i>Testaments</i>	Margaret Atwood	Student Choice
ELA			<i>The Bluest Eye</i>	Toni Morrison	Student Choice
ELA			<i>The Boys in the Boat</i>	Daniel James Brown	Student Choice
ELA			<i>The Forgetting</i>	Sharon Cameron	Student Choice
ELA			<i>The Great Gatsby</i>	Fitzgerald	Required
ELA			<i>The Hate U Give</i>	Angie Thomas	Student Choice
ELA			<i>The Nickel Boys</i>	Colson Whitehead	Student Choice
ELA		11	<i>Their Eyes Were Watching God</i>	Zora Neale Hurston	Student Choice
ELA			<i>Elements of Literature, Essentials of American Literature</i>	Various	Teacher Choice
ELA			<i>The Catcher in the Rye</i>	Salinger	Required
ELA			<i>Easy Writer, with Exercises</i>	Andrea A. Lunsford	Required
ELA			"Dr. Heidegger's Experiment"	Hawthorne	Required
ELA			"The Raven"	Poe	Required
ELA			Subject & Strategy: A Writer's Reader	Escholz & Rosa	Required
ELA			"Thanatopsis"	Bryant	Required
ELA			"This is just to say"	Dickinson	Required
ELA	English II Honors (additional)		"Pathedy"	Ellen Kay	Required
ELA			"Nothing Gold Can Stay"	Frost	Required
ELA			"Sonnet 18"	Shakespeare	Required
ELA			"I dwell in possibility"	Dickinson	Required
ELA			"The President Flies Over"	Patricia Smith	Required
ELA			"Playground Elegy"	Clint Smith	Required
ELA			<i>A Worn Path</i>	Welty	Required
ELA			<i>The Lottery</i>	Jackson	Required
ELA			<i>Hills Like Elephant</i>	Hemingway	Required
ELA			College Board Resources (Non-Fiction Texts)	Various	Teacher Choice
ELA			<i>The Language of Composition (textbook)</i>	Various	Teacher Choice
ELA			<i>Thank You for Arguing</i>	Jay Heinrichs	Required
ELA			<i>Foundations of Language and Literature</i>	Various	Teacher Choice
ELA			<i>Ideas in Argument</i>	Various	Teacher Choice
ELA			<i>American Literature and Rhetoric</i>	Various	Teacher Choice
ELA			<i>Back to the Lake</i>	Various	Teacher Choice
ELA			<i>Advanced Language and Literature</i>	Various	Teacher Choice
ELA			<i>Rhetorical Devices</i>	Various	Teacher Choice
ELA			<i>Advanced Composition Skills</i>	Various	Teacher Choice
ELA			<i>50 Essays</i>	Various	Teacher Choice
ELA			<i>Analysis, Argument, and Synthesis</i>	Various	Teacher Choice
ELA			<i>Everything's an Argument</i>	Various	Teacher Choice
ELA			<i>AP English Language and Composition Crash Course</i>	Various	Teacher Choice
ELA	AP Language and Composition		<i>Ideas in Argument</i>	Various	Teacher Choice
ELA			<i>Current Issues and Enduring Questions</i>	Various	Teacher Choice
ELA			<i>The Norton Reader</i>	Various	Teacher Choice
ELA			<i>Conversations in American Literature</i>	Various	Teacher Choice
ELA			<i>Patterns for College Writing: A Rhetorical Reader and Guide</i>	Various	Teacher Choice
ELA			<i>Common Threads</i>	Various	Teacher Choice
ELA			<i>How to Read Nonfiction Like a Professor</i>	Various	Teacher Choice
ELA			"Freedom or Death"	Emmeline Pankhurst	Required
ELA			"What it Means to Be Colored in the Capital of the United States"	Mary Church Terrell	Required
ELA			Plato's <i>Apology</i>	Socrates	Teacher Choice
ELA			"Abolishment of Slavery"	Wilbur Wilberforce	Teacher Choice
ELA			"The Golden Speech"	Queen Elizabeth	Teacher Choice
ELA			The First of Fourth Orations	Cicero	Teacher Choice
ELA			"Pericles' Funeral Oration"	Thucydides	Teacher Choice
ELA			"Speech of Alexander the Great, from The Campaigns of Alexander"	Arrian	Required
ELA			Language and Composition: The Art of Voice	Various	Teacher Choice
ELA			English Language and Composition, Advanced Placement Edition	Various	Teacher Choice
ELA			"A Modest Proposal"	Jonathan Swift	Required

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			"An Irish Airman Forsees His Death"	William Butler Yeats	Required
ELA			"Death Be Not Proud"	John Donne	Teacher Choice
ELA			"Dreamers"	Siegfried Sassoon	Required
ELA			"Dulce et Decorum Est"	Wilfred Owen	Required
ELA			"Meditation 17"	John Donne	Teacher Choice
ELA			"I Wandered Lonely as a Cloud"	William Wordsworth	Teacher Choice
ELA			"The Lamb"	William Blake	Teacher Choice
ELA			"The Nymph's Reply to the Shepherd"	Walter Raleigh	Teacher Choice
ELA			"The Passionate Shepherd to His Love"	Christopher Marlowe	Teacher Choice
ELA			"The Soldier"	Rupert Brooke	Required
ELA			"The Tyger"	William Blake	Teacher Choice
ELA			"The World is Too Much With Us"	William Wordsworth	Teacher Choice
ELA			"Tintern Abbey"	William Wordsworth	Teacher Choice
ELA			"To a Mouse"	Robert Burns	Teacher Choice
ELA			"To His Coy Mistress"	Andrew Marvell	Teacher Choice
ELA			"To the Virgins, To Make Much of Time"	Robert Herrick	Teacher Choice
ELA			<i>About A Boy</i>	Nick Hornby	Student Choice
ELA			<i>Born A Crime</i>	Trevor Noah	Required
ELA	English 12		<i>Danger of a Single Story</i>	Chimamanda Ngozi Adichie	Teacher Choice
ELA			<i>Dog Stars</i>	Peter Heller	Student Choice
ELA			<i>Extremely Loud, Incredibly Close</i>	Jonathan Safran Foer	Student Choice
ELA			<i>Giannis</i>	Mirin Fackler	Student Choice
ELA			<i>Good Girl's Guide to Murder</i>	Hally Jackson	Student Choice
ELA			<i>Five Days at Memorial</i>	Sheri Fink	Student Choice
ELA			<i>Hamlet</i>	William Shakespeare	Teacher Choice
ELA			<i>Infinite In Between</i>	Carolyn Mackler	Student Choice
ELA			<i>Macbeth</i>	William Shakespeare	Required
ELA			<i>Metamorphosis</i>	Franz Kafka	Required
ELA			<i>Nickel and Dimed</i>	Barbara Ehrenreich	Student Choice
ELA			<i>Paper Towns</i>	John Green	Student Choice
ELA			<i>Sir Gawain &amp; the Green Knight</i>		Teacher Choice
ELA			<i>Song of Achilles</i>	Madeline Miller	Student Choice
ELA			<i>Sonnets</i>	Edmund Spenser	Teacher Choice
ELA			<i>Sonnets</i>	William Shakespeare	Required
ELA			<i>The Help</i>	Kathryn Stockett	Student Choice
ELA			<i>The Housemaid</i>	Freida McFadden	Student Choice
ELA			<i>The Martian</i>	Andy Weir	Student Choice
ELA			<i>The Poet X</i>	Elizabeth Acevedo	Student Choice
ELA		The Language of Literature: World Literature	Various	Teacher Choice	
ELA		<i>Beowulf</i>	Unknown	Required	
ELA		<i>Our House is on Fire</i>	Greta Thunberg	Student Choice	
ELA		<i>Persuasion</i>	Jane Austen	Student Choice	
ELA		<i>Remarkable Creatures</i>	Chevalier	Student Choice	
ELA	English 12		<i>Taming of the Shrew</i>	Shakespeare	Student Choice
ELA	English 12		<i>Glencoe Literature: The Readers Choice, British Literature</i>	Various	Teacher Choice
ELA	Honors		British Literature: 1780-1830	Various	Teacher Choice
ELA			<i>The Kite Runner</i>	Hosseini	Student Choice
ELA			<i>Turning of the Screw</i>	James	Student Choice
ELA			<i>Idylls of the King</i>	Tennyson	Teacher Choice
ELA			"Death Be Not Proud"	John Donne	Required
ELA			"Meditation 17"	John Donne	Required
ELA			<i>Macbeth</i>	Shakespeare	Required
ELA			"Ozymandias"	Percy Bysshe Shelley	Required
ELA			"The Lamb"	William Blake	Required
ELA			"The Nymph's Reply to the Shepherd"	Sir Walter Raleigh	Required
ELA			"The Passionate Shepherd to His Love"	Christopher Marlowe	Required
ELA			"The Tyger"	William Blake	Required
ELA			"The World is Too Much With Us"	William Wordsworth	Required
ELA			"To a Mouse"	Robert Burns	Required
ELA			"To Althea, from Prison"	Richard Lovelace	Required
ELA			"To the Virgins, to Make Much of Time"	Robert Herrick	Required

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			"When I Have Fears that I May Cease to Be"	John Keats	Required
ELA	English 12		<i>Hamlet</i>	William Shakespeare	Teacher Choice
ELA	Honors		<i>Brave New World</i>	Aldous Huxley	Required
ELA	(additional)		<i>Station Eleven</i>	Emily St. John Mandel	Required
ELA			<i>The Norton Anthology of English Literature (Volumes A and B)</i>	Various	Teacher Choice
ELA				1984 Orwell	Required
ELA			<i>The Handmaid's Tale</i>	Margaret Atwood	Teacher Choice
ELA			<i>Oryx and Crake</i>	Margaret Atwood	Teacher Choice
ELA			<i>Parable of the Sower</i>	Octavia Butler	Teacher Choice
ELA			<i>I am Legend</i>	Richard Matheson	Teacher Choice
ELA			<i>Klara and the Sun</i>	Kazuo Ishiguro	Teacher Choice
ELA			<i>The Testaments</i>	Margaret Atwood	Teacher Choice
ELA			<i>The Memory Police</i>	Yoko Ogawa	Teacher Choice
ELA			<i>A Clockwork Orange</i>	Anthony Burgess	Teacher Choice
ELA			<i>The Road</i>	Cormac McCarthy	Teacher Choice
ELA			<i>On the Beach</i>	Nevil Shute	Teacher Choice
ELA			<i>Children of Men</i>	P.D. James	Teacher Choice
ELA			"How Much Land Does a Man Need"	Leo Tolstoy	Teacher Choice
ELA			"Masque of the Red Death"	Edgar Allan Poe	Teacher Choice
ELA			"Ordeal by Cheque"	Wuther Crue	Teacher Choice
ELA			"The Lesson"	Toni Cade Bambara	Teacher Choice
ELA			"The Lottery"	Shirley Jackson	Teacher Choice
ELA			"The Ones that Walk Away from Omelas"	Ursula K. Le Guin	Teacher Choice
ELA			"The School"	Donald Barthelme	Teacher Choice
ELA			"The Yellow Wallpaper"	Charlotte Perkins	Teacher Choice
ELA			"Kitchenette Building"	Brooks	Required
ELA			"Suicide's Note"	Hughes	Required
ELA			"The Last Night that She Lived"	Dickinson	Required
ELA		12	"Stop all the Clocks"	Auden	Required
ELA			"Ballad of Birmingham"	Randall	Required
ELA			"Break of Day"	Donne	Required
ELA			"Ozymandias"	Shelly	Required
ELA			"I am!"	Clare	Required
ELA			"Golden Retrievals"	Doty	Required
ELA			"Animals are Passing from Our Lives"	Levin	Required
ELA			"Pathedy of Manners"	Key	Required
ELA			"Dessert Places"	Fronst	Required
ELA			"35/10"	Olds	Required
ELA			"Barbie Doll"	Piercy	Required
ELA			"Let No Charitable Hope"	Wylie	Required
ELA			"Ode to the West Wind"	Shelley	Required
ELA			"To Autumn"	Keats	Required
ELA			"Those Winter Sundays"	Hayden	Required
ELA			"Living in Sin"	Rich	Required
ELA			"The Writer"	Wilbur	Required
ELA			"Dream Song 14"	Berryman	Required
ELA			"I Wandered Lonely as a Cloud"	Wordsworth	Required
ELA			"The Lamb"	Blake	Required
ELA			"The Tyger"	Blake	Required
ELA			Sonnets 1-154	Shakespeare	Required
ELA			"Richard Cory"	Robinson	Required
ELA			"The Journey of the Magi"	Eliot	Required
ELA			Holy Sonnets 1-19	Donne	Required
ELA			"Nothing Gold Can Stay"	Frost	Required
ELA			"On the Death of my First and Dearest Child, Hector Philips, born the 23rd of April, and died the 2nd of May 1655."	Philips	Required
ELA			"On My First Son"	Jonson	Required
ELA			"On My First Daughter"	Jonson	Required
ELA			"Inconstancy in Love"	Burns	Required
ELA			"Porphyria's Lover"	Browning	Required
ELA			"My Heart Leaps Up"	Wordsworth	Required

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			"Sonnet 19"	Milton	Required
ELA			"The World is Too Much With Us"	Wordsworth	Required
ELA			<i>Amoretti</i>	Spenser	Required
ELA			"Mad Girl's Love Song"	Plath	Required
ELA			"The Summer Day"	Oliver	Required
ELA	AP Literature and Composition		"Mirror"	Plath	Required
ELA			"The Applicant"	Plath	Required
ELA			"Follower"	Heaney	Required
ELA			"Some Boys are Born to Wander"	McDonald	Required
ELA			<i>The Norton Anthology of Poetry</i>	Various	Required
ELA			"Introduction to Poetry"	Collins	Required
ELA			Assorted Poetry	Assorted	Teacher Choice
ELA			<i>Beowulf</i>	Unknown	Teacher Choice
ELA			<i>Death of a Salesman</i>	Arthur Miller	Teacher Choice
ELA			<i>Fences</i>	August Wilson	Teacher Choice
ELA			<i>The Tempest</i>	Shakespeare	Teacher Choice
ELA			<i>King Lear</i>	Shakespeare	Teacher Choice
ELA			<i>Othello</i>	Shakespeare	Teacher Choice
ELA			<i>Hamlet</i>	William Shakespeare	Teacher Choice
ELA			<i>Interior Chinatown</i>	Charles Yu	Required
ELA			<i>Kindred</i>	Octavia Butler	Required
ELA			<i>Macbeth</i>	William Shakespeare	Required
ELA			<i>Maus</i>	Art Spiegelman	Required
ELA			<i>Persepolis</i>	Marjane Satrapi	Teacher Choice
ELA			<i>The Hitchhiker's Guide to the Galaxy</i>	Douglas Adam	Required
ELA		<i>The Importance of Being Earnest</i>	Oscar Wilde	Teacher Choice	
ELA		<i>There, There</i>	Tommy Orange	Required	
ELA		<i>Sound and Sense</i>	Arp and Johnson	Required	
ELA		<i>Lesson Before Dying</i>	Gaines	Teacher Choice	
ELA		<i>The Road</i>	Cormac McCarthy	Teacher Choice	
ELA		<i>The Canterbury Tales</i>	Chaucer	Required	
ELA		<i>Foster</i>	Keegan	Teacher Choice	
ELA		<i>All the Light We Cannot See</i>	Doerr	Teacher Choice	
ELA		<i>The Theban Plays</i>	Sophocles	Teacher Choice	
ELA		<i>The Norton Anthology of Contemporary Fiction</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of English</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of Modern and Contemporary Poetry</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of World Literature</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of Theory and Criticism</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of Western Literature</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of Literature by Women</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of Short Fiction</i>	Various	Teacher Choice	
ELA		<i>The Norton Anthology of Drama</i>	Various	Teacher Choice	
ELA		<i>Homegoing</i>	Gyasi	Teacher Choice	
ELA		<i>Dubliners</i>	Joyce	Teacher Choice	
ELA		<i>The Bell Jar</i>	Plath	Teacher Choice	
ELA		<i>Slaughterhouse-Five</i>	Vonnegut	Teacher Choice	
ELA		<i>The Handmaid's Tale</i>	Atwood	Teacher Choice	
ELA		<i>The Stranger</i>	Camus	Teacher Choice	
ELA		<i>When the Emperor was Divine</i>	Otsuka	Teacher Choice	
ELA		Literature and Composition	Various	Teacher Choice	
ELA		<i>English Literature and Composition</i>	Abdon and McFarlan	Teacher Choice	
ELA		<i>How to Read Poetry like a Professor</i>	Foster	Teacher Choice	
ELA		<i>How to Read Novels like a Professor</i>	Foster	Teacher Choice	
ELA		<i>How to Read Literature like a Professor</i>	Foster	Teacher Choice	
ELA		<i>The Norton Introduction to Literature</i>	Various	Teacher Choice	
ELA		<i>England in Literature</i>	Various	Teacher Choice	
ELA		<i>The Things They Carried</i>	O'Brien	Teacher Choice	
ELA		<i>Norton Anthology of World Literature</i>	Martin Puchner	Required	
ELA		<i>The Epic of Gilgamesh</i>	Šin-lēqi-unninni	Required	
ELA		<i>The Iliad</i>	Homer	Required	

Subject	Course	Grade Level	Title	Author(s)	Classroom Use
ELA			<i>The Odyssey</i>	Homer	Required
ELA			<i>The Theban Cycle</i>	Sophocles	Required
ELA			<i>The Oresteia</i>	Aeschylus	Teacher Choice
ELA			<i>The Divine Comedy</i>	Dante Alighieri	Required
ELA			<i>The Aeneid</i>	Virgil	Required
ELA			<i>Sir Gawain and the Green Knight</i>	Unknown	Teacher Choice
ELA			<i>The Canterbury Tales</i>	Geoffrey Chaucer	Teacher Choice
ELA			<i>The Tempest</i>	William Shakespeare	Teacher Choice
ELA	Humanities Honors	12	<i>A Handbook of Mythology</i>	E.M. Berens	Required
ELA			<i>The Power of Myth</i>	Joseph Campbell	Required
ELA			<i>Mythology</i>	Edith Hamilton	Required
ELA			<i>House of Names</i>	Colm Tóibín	Teacher Choice
ELA			<i>Silence of the Girls</i>	Pat Barker	Teacher Choice
ELA			<i>The Penelopiad</i>	Margaret Atwood	Teacher Choice
ELA			<i>A Thousand Ships</i>	Natalie Haynes	Teacher Choice
ELA			<i>Song of Achilles</i>	Madeline Miller	Teacher Choice
ELA			<i>Circe</i>	Madeline Miller	Teacher Choice
ELA			<i>Lavinia</i>	Ursula K. Leguin	Teacher Choice
ELA			<i>Cold Mountain</i>	Charles Frazier	Teacher Choice
ELA			<i>The Republic</i>	Plato	Teacher Choice
ELA	<i>Utopia</i>	Thomas Moore	Teacher Choice		
ELA	<i>The Prince</i>	Machiavelli	Teacher Choice		

PERSONNEL AGENDA ITEMS EXHIBIT

RESOLVED, That the Board of School Directors of East Penn SD approve the following personnel items, as recommended by the Superintendent:

I. Resignation(s)

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Allison Naugle	Instructional Assistant	Macungie ES	6/10/2026
Kara Schultz	Instructional Assistant	Shoemaker ES	6/10/2026
Abigayl Lutz	Teacher	Lower Macungie MS	6/10/2026
Macy Weidner	Staff Assistant	EHS	6/22/2026

II. Retirement(s)

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Effective Date</u>
Mary Taranto	Remedial Assistant	Willow Lane ES	7/6/2026

III. Teacher Transfer of Assignment(s)

<u>Name</u>	<u>Current Position 2025-2026</u>	<u>Transfer Position 2026-2027</u>
Jennifer Layton	Special Education – Lincoln ES	Gifted Teacher – Jefferson/Wescosville ES (Retirement of S. Neikam)
Alyssa Shortall	Instructional Specialist – Wescosville ES	Instructional Specialist – Macungie ES (Vacancy of C. Deegan)

IV. Professional Employee Appointment(s)

Name: Jenna Cole  
 Education Level: B. S. Degree; M. Ed. Degree  
 Undergraduate School: Kutztown University  
 Graduate School: Kutztown University  
 Assignment: Instructional Specialist – Shoemaker ES  
 (Transfer of J. Konjoian)  
 Certification: Instructional II: Elementary K-6; Reading Specialist PK-12; ESL PK - 12  
 Experience: Reading Specialist: Allentown SD; 8/2017 – Current  
 Teacher: Allentown SD; 8/2007 – 8/2017  
 Salary: \$106,500; Year 16; M +36  
 Effective: 8/13/2026  
*(pending the receipt & approval of all necessary documentation)*

\*\*\*\*\*

Name: Amy Kimball  
 Education Level: B. A. Degree; M. Ed. Degree  
 Undergraduate School: Franklin & Marshall College  
 Graduate School: Kutztown University  
 Assignment: Elementary Teacher – Lincoln ES  
 (Transfer of C. Nawarynski)  
 Certification: Instructional II: Elementary K-6; Reading Specialist PK-12  
 Experience: Elementary Teacher: Allentown SD; 8/2018 – Current  
 Middle School Teacher: Allentown SD; 8/2004 – 8/2007  
 Salary: \$88,875; Year 12; M  
 Effective: 8/13/2026  
 (pending the receipt & approval of all necessary documentation)

\*\*\*\*\*

Name: Brian Langdon  
 Education Level: B. S. Degree; M. Ed. Degree; M. M. Degree  
 Undergraduate School: West Chester University  
 Graduate School: Lehigh University  
 Assignment: Music Teacher – Lower Macungie MS  
 (Resignation of A. Klick)  
 Certification: Instructional II: Music PK-12  
 Experience: Music Teacher: Pottstown SD; 1/2009 – 6/2013  
 Music Teacher: Boyertown SD; 8/2013 - 10/2025  
 Music Teacher: Phoenixville SD; 10/2025 – Current  
 Salary: \$104,000; Year 16; M+24  
 Effective: 8/13/2026  
 (pending the receipt & approval of all necessary documentation)

V. Full-Time Substitute Appointment(s)

Name: Danielle Kite  
 Education Level: B.S. Degree; M.ED. Degree  
 Undergraduate School: Lancaster Bible College  
 Graduate School: Pennsylvania State University  
 Assignment: Elementary Teacher – Wescosville ES  
 (Leave of L. Fabey)  
 Certification: Instructional II: Elementary K-6  
 Experience: Long-term Substitute - Full-time Substitute; East Penn SD; 8/2024 –  
 Current  
 Elementary Teacher; Parkland SD; 8/2005 – 6/2017  
 Teaching Assistant; Parkland SD; 11/2004 – 6/2005  
 Grade 4 & 5 Teacher; Grace Christian Academy; 8/2003 – 6/2004  
 Salary: \$67,500 Year 3; B  
 Effective: 8/13/2026

\*\*\*\*\*

Name: Alexis Traupman  
 Education Level: B.S. Degree; M.S. Degree  
 Undergraduate School: Kutztown University  
 Graduate School: Kutztown University  
 Assignment: School Counselor – Emmaus HS  
 (Transfer of J. Day Brinker)  
 Certification: Educational Specialist I: Elementary & Secondary School Counselor PK-12  
 Experience: School Counselor: Beaufort County SD; 7/2022 - Current  
 Salary: \$70,000 Year 1; M  
 Effective: 7/1/2026 (pending the receipt & approval of all necessary documentation)

VI. Student Advisor Assignment(s)

<u>Name</u>	<u>Building</u>	<u>Salary</u>	<u>Effective Date</u>
Natalie Monge	EHS	\$64,188 (Retirement of L. Jenkins)	TBD (pending the receipt & approval of all necessary documentation)

VII. Support Staff Appointment(s)

<u>Name</u>	<u>Position</u>	<u>Salary/Hours</u>	<u>Effective Date</u>
Macy Weidner	Administrative Assistant District – Business Office (Transfer of J. Vrabel)	\$21.29/hr 35 hrs/wk	6/23/2026
*****			
Brianna Figueroa	Instructional Assistant Wescosville ES	\$21.50/hr 29 hrs/wk (Resignation of A. Wentz)	TBD (pending the receipt & approval of all necessary documentation)

VIII. Custodial Transfer of Assignment(s)

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Jonathan Rohrbach	Custodian – 2 <sup>nd</sup> Shift (Tues. – Sat.) EHS \$28.39/hr 40 hrs/wk	Custodian – 2 <sup>nd</sup> Shift (Mon. – Fri.) EHS \$28.39/hr 40 hrs/wk (Transfer of B. Dugan, Jr.)	6/22/2026

IX. Food Service Support Staff Transfer of Assignment(s)

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Nicole Kilareski	Food Service Support Staff EHS 23.75 hrs/wk	Food Service Support Staff EHS 29.75 hrs/wk (Transfer of L. Foraker)	8/17/2026

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Karen Semet	Food Service Support Staff EHS 23.75 hrs/wk	Food Service Support Staff EHS 27.50 hrs/wk (Transfer of D. Mason)	8/17/2026

X. Support Staff Transfer of Assignment(s)

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Kimberley Hriczko	Instructional Assistant Macungie ES 29 hrs/wk	Instructional Assistant Eyer MS 29 hrs/wk (Advancement of Student)	8/17/2026
Angela McNamera	Instructional Assistant EHS 35 hrs/wk	Instructional Assistant Wescosville ES 35 hrs/wk (Transfer of Classroom)	8/17/2026
Lisa Szep	Instructional Assistant EHS 29 hrs/wk	Instructional Assistant Eyer MS 29 hrs/wk (Retirement of S. Krissinger)	8/17/2026
Melissa Zimmer	Instructional Assistant Willow Lane ES 29 hrs/wk	Instructional Assistant Willow Lane ES 35 hrs/wk (Resignation of N. Artiachi)	8/17/2026
*****			
Sarah Butts	Staff Assistant Alburtis ES 12.5 hrs/wk	Staff Assistant Alburtis ES 25 hrs/wk (Retirement of L. Kelly)	8/17/2026

XI. Additions to Extended School Year

<u>Name</u>	<u>Assignment</u>
Kelly Drogowski	Elementary – Instructional Assistant
Izaiah McPherson	Middle Level – Instructional Assistant
Kathryn O’Malley	Elementary – Instructional Assistant
Lisa Yeager	High School – Instructional Assistant

XII. Additions to the 2025-2026 Per Diem Substitute List

Emma Meyers Instructional Assistant & Staff Assistant *(Pending the receipt & approval of all necessary documentation)*

XIII. Board Approved Personnel – Update to Pending Documentation Start Date

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Start Date</u>	<u>Board Approved</u>
Xavier Gonzalez Bernal	Summer Facilities	n/a	6/22/2026	6/8/2026

XIV. 2026 – 2027 Annual Rates

<u>Category</u>	<u>2026 – 2027 Rates</u>
Teacher Substitute (1-50 Days)	\$138.00/Day
Teacher Substitute (51-75 Days)	\$153.00/Day
Teacher Substitute (76+ Days)	\$188.00/Day
Teacher Substitute (21+ Days in the Same Assignment)	\$233.00/Day
Teacher Substitute (Assigned Daily 150-Day Term)	\$233.00 /Day + Individual Medical Coverage*

\*Teacher Substitutes (Assigned Daily 150 Day Term) shall have the option of electing, at the district’s expense, individual medical coverage in the district’s group health plan during any month the substitute is employed for 10 or more days.

Principal Substitute (1-50 Days)	\$276.00/Day
Principal Substitute (51-75 Days)	\$306.00/Day
Principal Substitute (76+ Days)	\$376.00/Day
Principal Substitute (21+ Days in the Same Assignment)	\$466.00/Day
Administrative Assistant/Instructional Assistant/ Staff Assistant Substitute	\$20.00/Hour
Custodian Substitute	\$26.06/Hour
Food Service Substitute	\$17.23/Hour
Health Room Nurse Substitute	\$28.16/Hour
Crossing Guard - Head Guard	\$20.30/Hour
Crossing Guard	\$18.68/Hour
Crossing Guard Substitute	\$17.56/Hour
School Security Officer	\$26.98/Hour
School Security Officer Substitute	\$25.37/Hour
Facilities/Technology Summer Worker (2026)	\$13.90/Hour

XV. 2026-2027 Annual Academic Positions – Schedule A (Exhibit “A”)

XVI. 2026-2027 Schedule B Co-Curricular Appointments (Exhibit “B”)

XVII. 2026–2027 Act 93 Salaries – Effective July 1, 2026 (Exhibit “C”)

XVIII. 2026-2027 Non-bargaining Unit Salaries – Effective July 1, 2026 (Exhibit “D”)

2026-2027 Schedule A  
Annual Academic Positions

Name	Position	Stipend
Marisa Ziegler	Grade K - Grade Level Leader	\$921 plus \$35 per teacher
Melissa Saylor	Grade 1 - Grade Level Leader	\$921 plus \$35 per teacher
Tina Sopko	Grade 2 - Grade Level Leader	\$921 plus \$35 per teacher
Carrie Nawarynski	Grade 3 - Grade Level Leader	\$921 plus \$35 per teacher
Anjanette Hoffman	Grade 4 - Grade Level Leader	\$921 plus \$35 per teacher
David Flannery	Grade 5 - Grade Level Leader	\$921 plus \$35 per teacher
Megan Clee	Special Education K - 5 - Elementary – Grade Level Leader	\$921 plus \$35 per teacher
Mary Dunlap	Reading/Language Arts - Elementary Subject Area Leader	\$2,257
Holly Pethick	Math - Elementary Subject Area Leader	\$2,257
Dylan Peters	Science - Elementary Subject Area Leader	\$2,257
Alyssa Shortall	Social Studies - Elementary Subject Area Leader	\$2,257
Courtney Ridley	Alburtis Head Teacher	\$2,257
Joshua Dietz	Jefferson Head Teacher	\$2,257
Alexis Williams	Lincoln Head Teacher	\$2,257
Scott Williams	Macungie Head Teacher	\$2,257
Anne Finnegan	Shoemaker Head Teacher	\$2,257
Heather Wilson	Wescosville Head Teacher	\$2,257
Joseph Bigley	Willow Lane Head Teacher	\$2,257
Jennifer Sakelarides	Willow Lane Head Teacher	\$2,257
Sean Boyle	Eyer Head Teacher	\$2,257
Brian Miller	LMMS Grade 6 Academic Team Leader	\$921 plus \$35 per teacher
Lori Schaeffer	LMMS Grade 6 Academic Team Leader	\$921 plus \$35 per teacher
Tanya Scisly	LMMS Grade 6 Academic Team Leader	\$921 plus \$35 per teacher
Michelle Fowkes	LMMS Grade 7 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Anthony Toto	LMMS Grade 7 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
John Cari	LMMS Grade 7 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Justin Solt	LMMS Grade 7 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Meaghan Buck	LMMS Grade 7 Academic Team Leader	\$921 plus \$35 per teacher
Ronald Malischewski	LMMS Grade 8 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Nicole Plantier	LMMS Grade 8 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Courtney Ashton	LMMS Grade 8 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Alison Haas	LMMS Grade 8 Academic Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Madeline Kohutka	LMMS Grade 8 Academic Team Leader	\$921 plus \$35 per teacher
Julianne Kahl	LMMS Exploratory Subject Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)

2026-2027 Schedule A  
Annual Academic Positions

Mark Scisly	LMMS Exploratory Subject Team Leader (Split)	\$460.50 plus \$17.50 per teacher (\$921 plus \$35 per teacher / 2)
Cindy Snow	Eyer Grade 6 Academic Team Leader POD 1	\$921 plus \$35 per teacher
Heather Bealer	Eyer Grade 6 Academic Team Leader POD 2	\$921 plus \$35 per teacher
Jessica Becker	Eyer Grade 7 Academic Team Leader POD 3	\$921 plus \$35 per teacher
Emily Houck	Eyer Grade 7 Academic Team Leader POD 4	\$921 plus \$35 per teacher
Brooke Eshbach	Eyer Grade 8 Academic Team Leader POD 5	\$921 plus \$35 per teacher
Jamie Toth	Eyer Grade 8 Academic Team Leader POD 6	\$921 plus \$35 per teacher
Michelle Hoffman	Eyer Academic Team Leader POD 8	\$921 plus \$35 per teacher
Michael Behr	Eyer Academic Team Leader POD 9	\$921 plus \$35 per teacher
Carrie England	Eyer Exploratory Subject Team Leader	\$1,287
Katie Pfenninger	Art, Grade Level 6-12 Department Chair	\$2,814 plus \$50 per teacher in their department
John Dietrick	Business, Grade Level 6-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Lynn Dreisbach	English, Grade Level 6-8 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Heather Herman	English, Grade Level 6-8 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Justine Frantzen	English, Grade Level 9-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Ann Breidenbach	ESL, Grades K-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Alon Hogan	Family Consumer Science, Grade Level 6-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Susan Fuller	Guidance, Grade Level K-8 Department Chair	\$2,814 plus \$50 per teacher in their department
Kristen Opfer-Grim	Guidance, Grade Level 9-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Molly Magro	Library, Grade Level 6-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Justin Dahlquist	Math, Grade Level 6-8 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Julie Hummell	Math, Grade Level 6-8 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Kimberly Adams	Math, Grade Level 9-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Spencer Kopenol	Music, Grade Level 6-12 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Julia Zimmer	Music, Grade Level 6-12 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Terri Hildebrand	Nurse, Grade Level K-12, Department Chair	\$2,814 plus \$50 per teacher in their department

2026-2027 Schedule A  
Annual Academic Positions

Andrea Lerch	School Psychologist, Grade Level K-12, Department Chair	\$2,814 plus \$50 per teacher in their department
Matthew Laub	Science, Grade Level 6-8 Department Chair	\$2,814 plus \$50 per teacher in their department
Kelly Musselman	Science, Grade Level 9-12 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Brent Ohl	Science, Grade Level 9-12 Department Chair (Split)	\$1,407 plus \$25 per teacher in their department (\$2,814 plus \$50 per teacher in their department / 2)
Anthony Toto	Social Studies, Grade Level 6-8 Department Chair	\$2,814 plus \$50 per teacher in their department
Melissa Moxley	Social Studies, Grade Level 9-12 Department Chair	\$2,814 plus \$50 per teacher in their department
David Budinas	Special Education, Grade Level 6-8 Department Chair	\$2,814 plus \$50 per teacher in their department
Matthew Reightler	Special Education, Grade Level 9-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Haley Schleicher	Speech & Language, Grade Level K-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Steven Braglio	Technology Education, Grade Level 6-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Jacob Beitler	Wellness/Fitness/Driver Ed, Grade Level 6-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Shannon Fraser	World Languages, Grade Level 8-12 Department Chair	\$2,814 plus \$50 per teacher in their department
Amy Kaunitz	EHS - National Honor Society	\$3,059
Lori Schaeffer	LMMS - National Junior Honor Society (Split)	\$1020 (\$2040 / 2)
Megan Tucker	LMMS - National Junior Honor Society (Split)	\$1020 (\$2040 / 2)
Susan Bauer	Eyer MS - National Junior Honor Society (Split)	\$1020 (\$2040 / 2)
Kelly Stellato	Eyer MS - National Junior Honor Society (Split)	\$1020 (\$2040 / 2)
Samantha McFarland	Building Schoology Support (EHS)	\$2,814
Kevin Gee	Building Schoology Support (Eyer)	\$2,814
Megan Freeman	Building Schoology Support (LMMS)	\$2,814

2026-2027 Schedule B  
Co-Curricular Appointments

School	Name	Position	Contract/ Volunteer	Amount	Notes
EHS	Haggerty, Devon	Cheerleading Assitant Coach	Contract	\$3,171.00	Non-Employee
EHS	Danish, Kim	Costume Design	Volunteer	\$0.00	Non-Employee - FALL/SPRING
EHS	DiDona, Diane	Costume Design	Contract	\$801.00	Retiree; Fall
EHS	Kuebler, Jill	Costume Design	Contract	\$801.00	SPRING
EHS	DiDona, Diane	Costume/Props coordinator	Volunteer	\$0.00	Retiree; SPRING
EHS	Frank, Casey	Cross Country Assistant (Boys & Girls)	Contract	\$1,530.00	Shared with M. Yergey (\$3060 x.5);(Board approved on 5/11/26 as non-shared position)
EHS	Yergey, Melissa	Cross Country Assistant (Boys & Girls)	Contract	\$1,530.00	Shared with C. Frank (\$3050 x .5)
EHS	Karwacki, Jeff	Cross Country Volunteer Assistant (Boys & Girls)	Volunteer	\$0.00	Non-Employee
EHS	McNellis, Ashleigh	Cross Country Volunteer Assistant (Boys & Girls)	Volunteer	\$0.00	Non-Employee
EHS	Jarsocrak, Jillian	Dance Club Advisor	Club C	\$1,615.00	Non-Employee
EHS	DiDona, Diane	Dramatics - Fall Assistant Director -1	Contract	\$153.00	Retiree; FALL
EHS	Kollar, Christopher	Dramatics - Fall Assistant Director-2	Contract	\$1,530.00	FALL
EHS	Kuebler, Jill	Dramatics - Fall Director	Contract	\$2,549.00	FALL
EHS	Zimmer, Julia	Dramatics - Spring Assistant Director -1	Contract	\$2,041.00	SPRING
EHS	Kollar, Christopher	Dramatics - Spring Assistant Director -2	Contract	\$2,041.00	SPRING
EHS	Kuebler, Jill	Dramatics - Spring Director	Contract	\$3,399.00	SPRING
Middle School	Loupassakis, Joshua	Football Volunteer Assistant	Volunteer	\$0.00	Non-Employee
EHS	Selmasska, Adam	Football Volunteer Assistant	Volunteer	\$0.00	Non-Employee
EHS	Hughes, Donald	Music Marching Assistant -1	Contract	\$1,651.00	Non-Employee
EHS	Kuebler, Jill	Musical Tech Director Set/Light/Sound	Contract	\$2,041.00	SPRING
EHS	Arnold, Constance	Pit Orchestra - Fall, Winter, Spring	Volunteer	\$0.00	
EHS	Braglio, Steve	Production Photographer/Program Editor	Volunteer	\$0.00	
EHS	Eisentraut, Mike	Set Design	Volunteer	\$0.00	Retiree; Fall, Winter, Spring
EHS	Kollar, Christopher	Set Design	Contract	\$801.00	SPRING
EHS	Kollar, Christopher	Set Design	Contract	\$801.00	FALL
EHS	Burcaw, Rachel	Soccer Assistant Coach - (Girls)	Contract	\$4,183.00	Non-Employee
EHS	Racek, Susan	Soccer Volunteer Assistant (Girls)	Volunteer	\$0.00	
EHS	Zimmer, Julia	Spring Musical Vocal/Orchestra Director	Contract	\$2,720.00	SPRING
EHS	Brown, Jerri	Spring Musical Volunteer	Volunteer	\$0.00	Non-Employee
EHS	Dougherty, Dave	Tech Director Set/Light/Sound	Volunteer	\$0.00	Non-Employee - Fall, Winter, Spring
EHS	Kuebler, Jill	Tech Director Set/Light/Sound	Contract	\$1,701.00	FALL

2026-2027 Schedule B  
Co-Curricular Appointments

EHS	Fecho Yanes, Corinne	Theatre Department Volunteer	Volunteer	\$0.00	Non-Employee
EHS	Yanes, Maeve	Theatre Department Volunteer	Volunteer	\$0.00	Non-Employee
Eyer	Graham, Taylor	Volleyball Head Coach (Girls)	Contract	\$2,447.00	
Middle School	Shotwell, Scott	Wrestling Coach (Girls)	Contract	\$5,914.00	
EHS	Karrat, Jackson	Wrestling Head Coach (Girls)	Contract	\$9,860.00	Non-Employee; Replacing A. Shave
EHS	Bridges, Belen	Wrestling Volunteer Assistant (Girls)	Volunteer	\$0.00	Non-Employee
EHS	Laible, Michael	Wrestling Volunteer Assistant (Girls)	Volunteer	\$0.00	Non-Employee
EHS	Mastrofilippo, Jerry	Wrestling Volunteer Assistant (Girls)	Volunteer	\$0.00	Non-Employee
EHS	Parham, Sylvyn	Wrestling Volunteer Assistant (Girls)	Volunteer	\$0.00	Non-Employee
EHS	Soto-Acuna, Katherine	Wrestling Volunteer Assistant (Girls)	Volunteer	\$0.00	Non-Employee

**2026-2027  
ACT 93 SALARIES**

Armstrong	Misty	\$127,235
Betar	Melissa	\$120,058
Billman	Michael	\$158,919
Bucari	Allison	\$125,508
Buttafuoco	Dayne	\$119,600
Carolla	Jen	\$152,171
Champion	Rebecca	\$129,152
D'Emilio	Nicole	\$117,244
Desiderio	Tara	\$144,890
Deutsch	Amanda	\$120,648
Fairclough	Karen	\$135,200
Fields	Kyle	\$84,628
Freed	Jody	\$155,938
Gamble	Lorie	\$135,995
George	Rebecca	\$129,595
Griffin	Katrina	\$135,200
Guarriello	Beth	\$183,599
Gutman	Tricia	\$128,962
Hafner	Samuel	\$147,666
Harrell	Carli	\$119,048
Luckenbill	Rodd	\$133,901
Mattocks	Taylor	\$117,244
Mihalik	Michael	\$128,386
Mirabella	Thomas	\$155,962
Myers	Wendi	\$111,280
Okken	Carrie	\$96,533
Onushco	Steven	\$167,430
Raber	Sarah	\$133,640
Radcliffe	Joshua	\$141,284
Rodriquez	Tabitha	\$127,434
Ruhf	Tom	\$146,494
Scalzo	Cheryl	\$131,871
Slatoff	Heather	\$126,626
Thacher	Jessica	\$126,132
Trach	Dave	\$107,322
Vincent	Suzanne	\$169,394
Witkowski	Val	\$135,086
Yencho	Sallie	\$151,190
Zimmerman	Marc	\$123,557

2026-2027

CORRECTION\*

**NON-BAGAINING UNIT SALARIES**

Allen	Janine	\$91,007
Brown, Jr.	Jerald	\$64,188
Burggraf	Christian	\$64,188
Christman	Rita	\$56,785
Cole	Marie	\$75,728
Cook	Katie	\$50,000
Crossley	Wendy	\$56,514
Danish	Sarah	\$75,171
Dries	Corin	\$56,672
Dugan	Denise	\$62,552
Frey	Amanda	\$117,548
Galuska	Joseph	\$55,120
Haring	Rachel	\$64,188 *
Johnson	Kim	\$56,784
Marriaga	Orly	\$79,297
Mateff	Jean	\$61,372
Matika	Luann	\$179,322
McFarland	Jonathan	\$52,336
Medina	Jason	\$44,304
Mineweaser	Melissa	\$80,464
Muthard	Debra	\$60,861
Ortiz	Miranda	\$72,000
Povilaitis	Doug	\$189,596
Rex	Ronald	\$46,076
Santiago	Derek	\$54,062
Saul	Bob	\$201,936
Shotwell	Scott	\$64,188
Sigafoos	Brian	\$67,438
Snyder	Ross	\$81,972
Suida	Kepleen	\$64,188
Trentalange	Jessica	\$52,000
Tunitis	Cyndi	\$75,349
Williams	Joshua	\$54,400
Witman	Laura	\$195,118



224 Nazareth Pike Suite 22A Bethlehem, PA 18020 Phone: 610.365.8373 Fax: 610.365.2522

## Client Service Agreement

This Client Service Agreement (the “Agreement”) is made as of the Effective Date set forth below by and between ABA Support Services, LLC with its principal place of business located at 224 Nazareth Pike, Suite 22A, Bethlehem, Pennsylvania 18020 (hereinafter “ABASS”) and East Penn School District, with its principal place of business located at 800 Pine Street, Emmaus, PA, 18049 (hereinafter “School District”). ABASS and School District are sometimes referred to collectively as the “Parties,” and individually as a “Party.”

**1. Effective Date and Commencement of Services Date.** This Agreement will be effective as of the date signed by both Parties (“Effective Date”). The term of the Agreement will be for the 2026 to 2027 school year, (ESY included-if applicable), from August 24, 2026, to June 9, 2027 (“School Year”). The services described herein will commence on August 24, 2026, or otherwise indicated by the School District.

**2. Client Services and Fees.** ABASS agrees to provide to School District the following consultation services (“Client Services”), at the following rates for BCBA<sup>1</sup> and RBT<sup>2</sup>:

**BCBA** \$131.25 per hour

**LBS<sup>3</sup>** \$105.00 per hour

**RBT/BHT<sup>4</sup>** \$63.00 per hour

**IA<sup>5</sup>** \$47.13 per hour

**FBA<sup>6</sup>** \$133.90 per hour - up to 25 hours

Services as provided by this Agreement include, but are not limited to, observations, data collection, staff training, meeting with school personnel, and preparation of reports as requested by School District.

A Parent, Legal Guardian, and/or School District Personnel must be present during all Client Services sessions.

**3. Responsibilities of ABASS.** ABASS will provide School District a copy of current clearances (Act 34, Act 151, and Act 114) and Mandated Reporter Certificate of completion for all ABASS staff

---

<sup>1</sup> Board Certified Behavior Analyst.

<sup>2</sup> Registered Behavior Technician or a professional who has completed the required coursework as approved by the Behavior Analyst Certification Board (BACB).

<sup>3</sup> Licensed Behavior Specialist.

<sup>4</sup> Behavioral Health Technician

<sup>5</sup> Instructional Assistant.

<sup>6</sup> Functional Behavioral Assessment.



# ABA SUPPORT SERVICES, LLC

224 Nazareth Pike Suite 22A Bethlehem, PA 18020 Phone: 610.365.8373 Fax: 610.365.2522

performing the above services. Additionally, upon request by the School District, ABASS will provide proof of workers compensation insurance and liability insurance coverage.

**4. Service Providers.** School District agrees to utilize in a non-joint employment relationship, to the extent required by applicable state law, certain of ABASS's employees (hereafter referred to as "Service Providers") who will be on the payroll of ABASS to perform client services as outlined in Paragraph 2 of this Agreement. To the extent that the School District and/or a Parent or Legal Guardian requests replacement of or preference for a Service Provider, ABASS shall consider the request, but ABASS shall have the sole authority to determine whether to accept the preference or discontinue the services.

It is expressly understood and agreed that Service Providers are exclusively employed by ABASS, and there is no employment relationship between Service Providers and School District. It is further agreed that because Service Providers are not employed by the School District, the School District does not have any obligation or responsibility for the payment of unemployment compensation or state or federal withholding taxes with respect to the Service Providers, including, but not limited to the taxes levied or contributions required by the Federal Insurance Contributions Act (FICA), the withholding provisions of the Internal Revenue Code, or any state or local ordinance, the Social Security Act, the Federal Unemployment Insurance Act and Worker's Compensation.

**5. Timing of Service Payment.** ABASS will provide the School District with an invoice by the 10<sup>th</sup> of each month, dated with itemization of all costs. Failure to provide an invoice by the 10<sup>th</sup> of the month does not negate the School District's requirement to provide payment upon presentation of an invoice for services rendered. Payment will be received within 45 days from the invoice date.

ABASS is responsible for submission of invoices for services provided by the Service Providers and distribution of payment to Service Providers.

**6. Personal Protective Equipment.** If protective equipment (PPE) is needed in order to maintain safety of staff and/or student: For Non-Emergent Needs: School District will be notified by ABASS of protective equipment needs and School District will purchase item(s). For Emergent Needs: School District will be notified by ABASS, ABASS will purchase item(s) and include receipt on monthly invoice to be reimbursed by School District. Total cost of PPE reimbursement will be approved in writing by the School District, prior to invoicing by ABASS.

**7. Payment for Court-Related Services.** In addition to costs set forth in Paragraph 2, the School District shall provide payment to ABASS for all work performed by ABASS, or its employees, related to any court-related matters. In this regard, ABASS shall be paid at a rate of \$100 per hour for all preparation time, document review, and time spent in court proceedings (which includes, but may not be limited to, any depositions, hearings, or trials) to the extent ABASS, or its employees, are required to testify at the request of the School District, by court order, or by other valid legal procedure, including

# ABA SUPPORT SERVICES, LLC

224 Nazareth Pike Suite 22A Bethlehem, PA 18020 Phone: 610.365.8373 Fax: 610.365.2522

subpoena. The time set forth in this section shall not be included in the hours set forth in Paragraph 2 regarding Client Services.

**8. High Intensity Cases.** School District further agrees to provide payment of any additional costs and fees necessary to provide Client Services for high intensity cases. Any such time spent on high intensity cases shall not be included in the hours set forth in the Client Services. ABASS shall notify School District in the event it anticipates additional costs will be incurred for a high intensity case.

**9. Indemnification.** Each party shall indemnify and hold the other harmless from any and all claims, causes of action, liabilities, expenses (including court costs, attorneys' fees, paralegal fees, expert witness fees, accounting fees, and other legal expenses) and suits, of whatsoever kind or nature, whether in law or in equity, which may be asserted against or incurred by them, or any of them (regardless of whether litigation is actually commenced), and which may result in whole or in any material part from the acts or omissions of the other, its agents or employees, except to the extent judicially determined to have resulted primarily from the bad faith, gross negligence or intentional misconduct of the or its employees.

**10. No Solicitation.** The School District agrees that for a period of twelve (12) months after the termination of this Agreement, it shall not either directly or indirectly, for the School District or for any third party, solicit, induce, or recruit another person in the employ of ABASS in any capacity to terminate his/her employment or engagement with ABASS. To the extent the School District desires to employ any employee of ABASS directly in violation of this section, it shall pay to ABASS a fee in an amount equal to the employee's then yearly rate of pay.

**11. Governing Law and Waiver of Jury Trial.** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the Commonwealth of Pennsylvania. The Parties recognize and accept that the Court of Common Pleas for Lehigh County, Pennsylvania shall have exclusive jurisdiction and venue for any disputes under this Agreement. The Parties agree to a non-jury trial in the event of any such disputes. Additionally, in the event of a breach of this Agreement, the prevailing Party shall be entitled to an award of reasonable attorneys' fees and costs incurred by it as a result of remedying the breach. No waiver by the Parties hereto of any default or breach of any term, condition, or covenant to this Agreement shall be deemed to be a waiver of any other breach of the same or any other term, condition, or covenant contained herein.

**12. Response to Third Party Requests for Information.** ABASS and School District agree that they shall not disclose or communicate the terms of this Agreement to any third party without the prior written consent of the other Party, except where such disclosure of communication is either required by law or necessary to carry out the objectives of the Agreement.


**13. Severability.** If any provision of this Agreement or application thereof to anyone or under any circumstances is adjudicated to be invalid or unenforceable in any jurisdiction, such invalidity or

**ABA SUPPORT SERVICES, LLC**  
A LEGAL ENTITY UNDER THE PA. UNIFORM LIMITED LIABILITY ACT

224 Nazareth Pike Suite 22A Bethlehem, PA 18020 Phone: 610.365.8373 Fax: 610.365.2522

unenforceability shall not affect any other provisions or applications of this Agreement that can be given effect without the invalid or unenforceable provisions or applications and shall not invalidate or render unenforceable such provision in any other jurisdiction or under any other circumstance.

**I have read and understand the above provisions. I agree to abide by all provisions provided in the services outline. Unless expressly waived or modified in writing, the School District reserves all rights conferred upon it by law, whether express or implied. The Parties agree that nothing in this Agreement shall be interpreted to expand or reduce the School District's immunity under the Political Subdivision Tort Claims Act, 42 Pa. C.S.A. 8541. Without limiting the foregoing, the School District or the ABASS shall have the right to terminate this Agreement for its convenience or for cause by providing at least thirty (30) days written notice to the other party.**



06/03/2026

\_\_\_\_\_  
School District Administrator      Date

\_\_\_\_\_  
ABA Support Services, LLC Signature      Date

Print Name: \_\_\_\_\_

Print Name: Amy Gable



# Carbon Lehigh Intermediate Unit #21

4210 Independence Drive  
Schnecksville, PA 18078-2580

**Gregory S. Koons, Ed.D.**  
Executive Director

**Kimberly A. Talipan**  
Assistant to the Executive Director

610-769-4111  
800-223-4821  
Fax 610-769-1290  
www.cliu.org

facebook.com/CarbonLehighIntermediateUnit21

@CLIU21

youtube.com/user/CarbonLehigh

## AGREEMENT FOR CLIU OVERDRIVE CONSORTIUM 2026-2027

This CLIU Overdrive Consortium agreement is made with East Penn School District(LEA) and the Carbon Lehigh Intermediate Unit #21 (CLIU #21). CLIU #21 agrees to serve as the conduit for the Overdrive/Sora School Download Library and the LEA for a period of one (1) year beginning July 1, 2026, and ending June 30, 2027.

- Patrons will access eBooks online via a CLIU Overdrive Consortium branded portal in accordance with Rakuten Overdrive Terms & Conditions, Privacy Policy, and Privacy Policy for Children found at: <https://company.cdn.overdrive.com/policies/terms-and-conditions>.
- The current membership and collection development cost for CLIU 21 Overdrive School Download Library is two thousand, three hundred dollars (\$2,300.00) for the 2026-2027 school year.
- CLIU Overdrive Consortium Members will participate and collaborate on the selection and review of collection materials via quarterly Collection Development Meetings using CLIU Overdrive Consortium Procedures. All consortium members will have equal representation in these meetings.
- The CLIU #21 will provide monthly communication with the District Overdrive Representatives regarding marketing, training, purchasing, and support.

**East Penn School District**

**Carbon Lehigh Intermediate Unit #21**

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Executive Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Please indicate the LEA Overdrive Consortium Representative for the 2026-2027 School Year:

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Helping Children Learn**

*"CLIU is a service agency committed to Helping Children Learn."*



# Carbon Lehigh Intermediate Unit #21

4210 Independence Drive  
Schnecksville, PA 18078-2580

**Gregory S. Koons, Ed.D.**  
Executive Director

**Kimberly A. Talipan**  
Assistant to the Executive Director

610-769-4111  
800-223-4821  
Fax 610-769-1290  
www.cliu.org



facebook.com/CarbonLehighIntermediateUnit21

X @CLIU21



youtube.com/user/CarbonLehigh

## SOFTWARE CONSORTIUM ORDER AGREEMENT FOR KAMI

This Agreement is made on June 1, 2026 with **East Penn School District** (LEA) and the Carbon Lehigh Intermediate Unit #21 (CLIU #21). CLIU #21 agrees to provide Kami Software and Services owned by Kami to LEA for a period of one year beginning **July 1, 2026**.

- Users will access software resources via Kami pursuant to Kami Terms of Use and Privacy Policy found at <https://www.kamiapp.com/terms-of-service/>.
- The Kami licensing costs for LEA are as follows:
  - **Total = \$18,616.00 (5,200 users at \$3.58/user)**

**East Penn School District**

**Carbon Lehigh Intermediate Unit #21**

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Gregory Koons, Ed.D.  
Executive Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Helping Children Learn**

*"CLIU is a service agency committed to Helping Children Learn."*

## AGREEMENT

This Agreement, made this 22nd day of June 2026 between East Penn School District, maintaining its principal office in Emmaus, Pennsylvania (hereinafter referred to as the "District") and the EPIC Learning Center, maintaining their principal offices in Alburtis, Pennsylvania, (hereinafter referred to as the "ELC") is as follows:

WHEREAS, the "ELC" operates a before and after child care program for the benefit of parents and their school age children attending grades kindergarten through fifth grade; and,

WHEREAS, the "ELC" operates a before and after child care program at the District's schools for the school year 2026-2027.

Now, therefore, in consideration of the mutual promises contained in this Agreement, and intending to be legally bound, the parties agree as follows:

1. The District grants to the "ELC" the right to use rooms, as designated by the District, in Alburtis Elementary School for the purpose of conducting a before and after child care program during the school year of 2026-2027.
2. The "ELC" program shall be licensed by the Department of Human Services of the Commonwealth of Pennsylvania and it shall meet all of the requirements of said Department.
3. The before and after child care program shall be operated and conducted for the sole and exclusive benefit of the parents and their children who reside in the District's schools and attend the District's schools. The "ELC" use of the school(s) shall be limited to the operation of the before and after child care program only and for no other use.
4. The "ELC" shall have the right to use the school(s) for the before and after child care program from 7:00 a.m. to 8:45 a.m. and from 3:20 p.m. to 6:00 p.m. on all days that students are in regular attendance at the said schools and early dismissal days from 12:30 p.m. to 6:00 p.m. In addition, the right to use the school(s) for before and after child care programs, as well as the designated hours of such programs, shall be subject to adjustment due to restrictions arising from COVID-19 that may be imposed, established, necessitated and/or required by any federal or state agency and/or the District. The District shall retain the right to use the rooms designated for use to the "ELC" at any time when necessary for the operation of said school(s). In the event the District requests to use said rooms, the "ELC" shall limit or cease its use of the rooms pursuant to the needs of the District as set forth in its request. The District, however, agrees to discuss any conflict with respect to the use of the rooms and shall attempt to resolve the same. In the event that such conflict cannot be resolved, the District's use of said rooms shall prevail.
5. The "ELC" shall pay to the District the sum of One Dollar (\$1.00) for the use of the District's school(s) for the before and after child care program for the entire term of this Agreement.
6. The "ELC" shall be solely and exclusively responsible for the operation of the before and after child care program and under no circumstances shall the "ELC" act as an agent of the District or on behalf of the District in any capacity. The "ELC" agrees that it shall not hold itself out as being an agent of the District or advertise the before and after child care program as being sponsored by the District. The "ELC" acknowledges that the use of the rooms designated for use to the "ELC" shall not entitle the "ELC" to the use of any of the District's services, equipment and/or supplies except for the use of furnishings contained

in said rooms, janitorial staff and supplies, and use of the phone. Routine custodial/maintenance shall be provided by the District for no additional charge, except when a custodian is not normally on duty. In that latter event, the "ELC" shall pay the District at the hourly overtime rate prescribed in School Board Policy 707.

7. The "ELC" shall comply with all requirements of any and all notices issued by the District during the term of this Agreement relating to the operation of the District's schools. The "ELC" shall, upon notice from the District, cease any practice, including but not limited to, the cessation of the entire program, which, in the opinion of the District, may subject the District to any liability, claims, and litigation or grievance proceedings.
8. The "ELC" shall reimburse the District for any damage or loss to the District's real and/or personal property arising directly or indirectly from the said use.
9. The "ELC" shall provide certificates of coverage for the following insurance requirements: liability insurance coverage in the amount of no less than \$1,000,000 bodily injury, and property damage limit in the amount of no less than \$1,000,000 or, alternatively, no less than \$2,000,000 of bodily injury and property damage if liability is combined under a single limit. In addition, the East Penn School District shall be named as "an additional insured" and the Certificate of Insurance shall stipulate no less than a thirty (30) day notice of cancellation.
10. "ELC" shall be in, and remain in, compliance with all state and federal laws pertaining to child abuse reporting and providing clearances, including but not limited to Acts 153 and Act 168. By signing below, "ELC" certifies and confirms that any of its employees who will work at the District's schools have, and will have, all current Pennsylvania child abuse criminal history clearances, a current Pennsylvania State Criminal History Record Check and a current FBI Criminal Record Check, all as required by law.
11. "ELC" and EPSD shall remain in compliance with all relevant state and federal laws.
12. The maximum number of students to be served per school is forty.
13. When the school building is closed, the before and after child care program will not be scheduled.

ATTEST:

**EAST PENN SCHOOL DISTRICT**

\_\_\_\_\_  
Janine L. Allen, Board Secretary

\_\_\_\_\_  
Shonta E. Ford, Board President

ATTEST:

**EPIC LEARNING CENTER**

\_\_\_\_\_  
Kristen Funk  
Owner



Corporate Office  
184 High Street, STE 701  
Boston, MA 02110  
Ph: 800-337-5965 Fax: 800-822-8287  
www.thesteppingstonesgroup.com

## AGREEMENT

This Agreement is made and entered on June 10, 2026, by and between The Stepping Stones Group, 184 High Street, STE 701, Boston, MA 02110, hereinafter referred to as “Contractor” and, East Penn School District, 800 Pine Street, Emmaus, PA 18049 hereinafter referred to as “School District.” It is hereby agreed as follows:

**SERVICES, RATES AND BILLING:** Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor’s employees, unless agreed otherwise. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked that are considered overtime by state or federal law will be billed at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

**TRAVEL TIME & MILEAGE:** To the extent applicable, travel between schools will be considered billable time and the mileage will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

**PAYMENT TERMS:** School District will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor’s employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, School District will complete the Billing Details just above the signature section of this Agreement.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys’ fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.



**THE STEPPING STONES GROUP**

Transforming Lives Together

Corporate Office  
184 High Street, STE 701  
Boston, MA 02110  
Ph: 800-337-5965 Fax: 800-822-8287  
www.thesteppingstonesgroup.com

**REMITTANCE DETAILS:** School District will make payments to Contractor at the following address:

PO Box 410152  
Boston, MA 02241-0152

If School District prefers to make payments via electronic ACH, instructions can be obtained from the Contractor representative.

**EMPLOYEE BENEFITS AND INSURANCE:** Contractor will be responsible for providing all employee benefits and insurance including workers' compensation, general liability, and professional liability insurance coverage (with policy limits and deductibles that are appropriate for similarly situated school districts).

**NO SOLICITATION:** During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

**CONFIDENTIALITY:** School District agrees not to provide any information pertaining to the contents of this Agreement to any individual or any entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement, including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement.

Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients in connection with the parties' performance of services under this Agreement. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

Contractor agrees that it is subject to, and shall comply with, all federal and state laws and School District policies relating to the confidentiality of student information, including, without limitation, compliance with the Family Educational Rights and Privacy Act (FERPA).



**THE STEPPING STONES GROUP**

Transforming Lives Together

Corporate Office  
184 High Street, STE 701  
Boston, MA 02110  
Ph: 800-337-5965 Fax: 800-822-8287  
www.thesteppingstonesgroup.com

**COOPERATION:** School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

**TERMINATION:** This Agreement will end on June 30, 2027 and may continue beyond this point by mutual consent. School District agrees not to terminate the Agreement until the end of the Term unless (a) Contractor's employee assigned to School District as a whole is deficient in performance of the services hereunder or (b) any employee of Contractor assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible unethical or unprofessional conduct as soon as School District becomes aware of such deficiencies or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of Contractor's receipt of such notice prior to School District delivering notice of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

**NONDISCRIMINATION:** Contractor represents and warrants that it does not discriminate in hiring and employment practices regarding race, color, religion, disability, sex, age, national origin, ancestry, marital status, pregnancy, or sexual orientation.

**INDEMNIFICATION AND LIMITATION OF LIABILITY:** To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its equity holders, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

Except as expressly set forth herein, neither party shall be liable for or be required to indemnify the other party for any incidental, consequential, exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardless of the form of action (whether in contract, tort, negligence, strict



**THE STEPPING STONES GROUP**

Transforming Lives Together

Corporate Office  
184 High Street, STE 701  
Boston, MA 02110  
Ph: 800-337-5965 Fax: 800-822-8287  
www.thesteppingstonesgroup.com

liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

**NOTICES:** Notices to Contractor shall be sent to:

The Stepping Stones Group  
184 High Street, STE 701  
Boston, MA 02110

AND

[K12ops.contracts@ssg-healthcare.com](mailto:K12ops.contracts@ssg-healthcare.com)

Notices to School District shall be sent to:

East Penn School District  
800 Pine Street  
Emmaus, PA 18049

**JURISDICTION:** This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Delaware. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Delaware. Both parties hereby consent to the jurisdiction and venue of such courts.

**GENERAL:** No provision of this Agreement may be amended or waived unless agreed to in writing and signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.



**THE STEPPING STONES GROUP**

Transforming Lives Together

Corporate Office  
184 High Street, STE 701  
Boston, MA 02110  
Ph: 800-337-5965 Fax: 800-822-8287  
www.thesteppingstonesgroup.com

**BILLING DETAILS FOR SCHOOL DISTRICT:**

Billing Contact Name/Title: \_\_\_\_\_

Billing Email/Phone: \_\_\_\_\_

Mailing Address (for invoice): \_\_\_\_\_

Special Billing Instructions: \_\_\_\_\_

Signed for Contractor:

Signed for School District:

Signature: *Jacqueline Cruz* \_\_\_\_\_

Signature: \_\_\_\_\_

Name: Jacqueline Cruz \_\_\_\_\_

Name: \_\_\_\_\_

Title: Client Services Specialist \_\_\_\_\_

Title: \_\_\_\_\_

Date: 6/10/26 \_\_\_\_\_

Date: \_\_\_\_\_



**THE STEPPING STONES GROUP**

Transforming Lives Together

Corporate Office  
184 High Street, STE 701  
Boston, MA 02110  
Ph: 800-337-5965 Fax: 800-822-8287  
www.thesteppingstonesgroup.com

**Appendix A**

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service are listed below:

<b><u>Specialty</u></b>	<b><u>Hourly Rate</u></b>
Paraprofessional	\$37.00 per hour
Behavior Interventionist	\$46.00 per hour
Behavior Technician	\$51.00 per hour
Registered Behavior Technician	\$58.00 per hour
Board Certified Behavior Analyst	\$115.00 per hour