

Unit	Unit/Content		Skills	Essential Questions	Resources	Assessment
	What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?  <b>Topic Vocabulary</b>		What do students have to be able to do related to the content?	What are the fundamental, enduring questions that will guide study and instruction?	What materials, texts, videos, Internet, software, or human resources support instruction?	What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned?
Unit 1  Part 1	<b>Crossing Between Cultures</b>  <b>Focus: Benefits and Challenges of Immigration</b>	<b>Key Words:</b>  <u><b>Social Studies Vocab:</b></u> country, culture, education, employment, immigration  <u><b>Academic Vocab:</b></u> opportunity, refuge, symbol, transition, translate  <u><b>Basic Vocab:</b></u> <u><b>Family:</b></u> aunt, family, grandfather, grandmother, mother, brother, niece, father, son, uncle, cousin, daughter, granddaughter, grandson, sister, nephew	<u><b>Language Function:</b></u> Ask for and Give Information Give Detailed Information Complete Subject and Predicate Complete Sentences Listen to and Learn from Others Review and Rehearse <u><b>Reading Strategies:</b></u> Plan and Monitor Character Development Narrator Generalizing Expression Accuracy and Rate <u><b>Writing:</b></u> Daily Writing Tasks <u><b>Genre:</b></u> Story Oral History	How can where you are change who you are?  Part 1: Why do people move to new places?	<u>My Diary from Here to There</u> (student book)  <u>I Was Dreaming to Come to America</u> (student book)  Teacher Edition – Volume 1: T2aT38h  Practice Masters: 1.1: Crossing Between Cultures 1.2:How a Character Changes 1.3:A New Sport 1.4: My Diary from Here to There 1.5: Find Those Parts! 1.6 : Vocabulary Bingo 1.7 : My Diary from Here to There 1.8: My Diary from Here to There 1.9: Reflection Journal 1.10 : Compare Genres 1.11 : Grammar: Complete Sentences Sing with Me  Language Songs – Level F  NGReach.com <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	Unit 1 – Part 1 - Key Words Test – Content Words  Unit 1 – Part 1 - Key Words Test – Academic Vocabulary  Unit 1 – Part 1 - Oral Language Rubrics – Optional  Daily observations – participation and practice masters work

<p><b>Unit 1</b> <b>Part 2</b></p>	<p><b>Crossing Between Cultures</b></p> <p><b>Focus: Adjusting to a New Culture</b></p>	<p><b>Key Vocab:</b></p> <p><b>Social Studies Vocab:</b> custom, ethnic, citizenship, origin, foreign</p> <p><b>Academic Vocab:</b> adapt, identify, society, diversity, challenge</p> <p><b>Basic Vocab: Greetings and GoodByes:</b> Hi/Hey, Hello/Hello, Hi there/Hello, Hello/Good Morning, Bye/See you later, Goodbye. Have a nice day./Goodbye, See you soon/Bye, Goodbye/Good bye.</p>	<p><b>Language Function:</b> Ask and Answer Questions</p> <p>Make and Respond to Requests</p> <p>Compound Subjects</p> <p>Compound Predicates</p> <p>Compound Subjects; SubjectVerb Agreement</p> <p>Stay on Topic</p> <p>Ask for Clarification</p> <p>Interview</p> <p><b>Reading Strategies:</b> Plan and Monitor</p> <p>Compare and Contrast</p> <p>Point of View</p> <p>Literacy</p> <p>Language</p> <p>Captions, Labels, Map</p> <p>Expression</p> <p>Accuracy and Rate</p> <p><b>Writing:</b> Daily Writing Tasks</p> <p><b>Genres:</b> Autobiography Documentary</p>	<p>How can where you are change who you are?</p> <p>Part 2: What does it mean to fit in?</p>	<p><u>A Refugee Remembers</u> (student book)</p> <p><u>American Stories</u> (student book)</p> <p>Teacher Edition – Volume 1: T38i – T75a</p> <p>Practice Masters: 1.12: Map and Talk 1.13: Two into One 1.14 : The Autobiography of John Bul Dau 1.15 : The Lost Boys 1.16 : Words Around the World 1.17: A Refugee Remembers 1.18: A Refugee Remembers 1.19: Dialogue Journal 1.20: Compare Literary Language 1:21: Grammar: Compound Subjects and Subject-Verb Agreement 1.22: Focus and Coherence 1.23: TChart 1.24: Revise 1.25 : Edit and Proofread</p> <p>Sing with Me Language Songs – Level F <u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> </ul> <p>Language Builder Picture Cards</p>	<p>Unit 1 – Part 2</p> <p>- Key Words Test – Content Words</p> <p>Unit 1 – Part 2</p> <p>- Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 2</p> <p>- Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 2</b></p> <p><b>Part 1</b></p>	<p><b>Catching the Light</b></p> <p><b>Focus: The Importance of the Sun</b></p>	<p><b>Key Words:</b></p> <p><b>Science Vocab:</b> absorb, reflect, transmit, heat, thermal</p> <p><b>Academic Vocab:</b> event, assume, theory, explanation, power</p> <p><b>Basic Vocab: Times and Days of the Week:</b> morning, night, afternoon, noon, evening, day</p>	<p><b>Language Function:</b> Give and Carry Out Commands Give, Restate, and Follow Commands Different Kinds of Sentences Questions with yes/no Answers, do and does Kinds of Sentences Give Instructions Create Visual Maps</p> <p><b>Reading Strategies:</b> Ask Questions Character Point of View Compare Myths Intonation Accuracy and Rate</p> <p><b>Writing:</b> Daily Writing Tasks</p> <p><b>Genre:</b> Myth</p>	<p>What is the power of the sun?</p> <p>Part 1: What would happen if the sun disappeared?</p>	<p><u>Ten Suns: A Chinese Myth</u> (student book)</p> <p><u>How the Fifth Sun Came to Be: An Aztec Myth</u> (student book)</p> <p>Teacher Edition – Volume 1: T76a – T112h</p> <p>Practice Masters: 2.1: Catching the Light 2.2: Our Characters 2.3: The Fantastic Sun 2.4: Ten Suns 2.5: The Question Game 2.6: Ten Suns 2.7: Ten Suns 2.8: How the Fifth Sun Came to Be 2.9: Compare Origin Myths 2.10 : The Story of the Sun</p> <p>Sing with Me Language Songs – Level F <a href="http://NGReach.com">NGReach.com</a></p> <ul style="list-style-type: none"> <li>• Key Word Images</li> <li>• Language Builder Picture Cards</li> </ul>	<p>Unit 2 – Part 1</p> <ul style="list-style-type: none"> <li>- Key Words Test – Content Words</li> </ul> <p>Unit 2 – Part 1</p> <ul style="list-style-type: none"> <li>- Key Words Test – Academic Vocabulary</li> </ul> <p>Unit 2 – Part 1</p> <ul style="list-style-type: none"> <li>- Oral Language Rubrics – Optional</li> <li>- Daily observations – participation and practice masters work</li> </ul>
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<p><b>Unit 2</b></p> <p><b>Part 2</b></p>	<p><b>Catching the Light</b></p> <p><b>Focus: The Sun As Energy</b></p>	<p><b>Key Vocab:</b></p> <p><b>Science Vocab:</b> circuit, conduct, current, electrical, insulate, solar, volt, watt</p> <p><b>Academic Vocab:</b> alternate, energy, obstacle, decrease, rely</p> <p><b>Basic Vocab: In the Classroom:</b> board, bookcase, chair, clock, computer, desk, map, student, table, teacher</p>	<p><b>Language Function:</b></p> <p>Verify Verify or Confirm Information Compound Sentences Complex Sentences Compound and Complex Sentences Listen and Take and Make Notes Ask for Help Instructions</p> <p><b>Reading Strategy:</b></p> <p>Ask Questions Goal and Outcome Diagram Summarizing - Phrasing Accuracy and Rate</p> <p><b>Writing:</b> Daily Writing Tasks</p> <p><b>Genre:</b> Blog How-To Article</p>	<p>What is the power of the sun?</p> <p>Part 2: How do we capture sunlight?</p>	<p><u>Energy for the Future</u> (student book)</p> <p><u>How to Make a Solar Oven</u> (student book)</p> <p>Teacher Edition – Volume 1: T112i – T149a Sing with Me Language Songs – Level F Practice</p> <p>Masters:</p> <p>2.11 : A School Project 2.12 : Energy for Our Planet 2.13 2.13: Thomas Culhane 2.14: Use Complex Sentences 2.15: Energy for the Future 2.16: Energy for the Future 2.17: How to Make a Solar Oven 2.18: Compare Online Documents 2.19: Sun Baked Potatoes 2.20: Focus and Coherence 2.21: Character Chart 2.22: Revise 2.23: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder</li> </ul>	<p>Unit 2 – Part 2</p> <p>- Key Words Test – Content Words</p> <p>Unit 2 – Part 2</p> <p>- Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2</p> <p>- Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 3</b></p> <p><b>Part 1</b></p>	<p><b>Nature's Network</b></p> <p><b>Focus: Relationships in Nature</b></p>	<p><b>Key Words:</b></p> <p><b>Science Vocab:</b> carnivore, consumer, food chain, herbivore, omnivore, producer</p> <p><b>Academic Vocab:</b> cooperate, essential, partnership, store, transfer</p> <p><b>Basic Vocab:</b> <b>Food:</b> apple, banana, orange, beans, bread, cheese, corn, rice, lettuce, milk, onion, tomato</p>	<p><b>Language Function:</b> Tell an Original Story Summarize Nouns and Articles: <i>a, an, the</i> Plural Nouns with –s and –es Summarize Spoken Messages Make Language Connections</p> <p><b>Reading Strategies:</b> Determine Importance Plot Setting Use Multiple Text Features and Graphics Intonation Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Realistic Fiction Expository Nonfiction</p>	<p>What is nature's network?</p> <p>Part 1: How are living things connected?</p>	<p><u>Coyote and Badger</u> (student book)</p> <p><u>Living Links</u> (student book)</p> <p>Teacher Edition – Volume 1 T150a – T184h Sing with Me Language Songs – Level F Practice</p> <p>Masters:</p> <p>3.1: Nature's Network 3.2: Retell a Story 3.3: What's for Dinner? 3.4: Coyote and Badger 3.5: The MakeItPlural Game 3.6: Vocabulary Bingo 3.7: Coyote and Badger 3.8: Coyote and Badger 3.9: Living Links 3.10 : Compare Content 3.11: What Do They Eat?</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> </ul> <p>Language Builder</p>	<p>Unit 3 – Part 1</p> <ul style="list-style-type: none"> <li>- Key Words Test – Content Words</li> </ul> <p>Unit 3 – Part 1</p> <ul style="list-style-type: none"> <li>- Key Words Test – Academic Vocabulary</li> </ul> <p>Unit 3 – Part 1</p> <ul style="list-style-type: none"> <li>- Oral Language Rubrics – Optional</li> <li>- Daily observations – participation and practice masters work</li> </ul>
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<p><b>Unit 3</b></p> <p><b>Part 2</b></p>	<p><b>Nature's Network</b></p> <p><b>Focus: Interactions in the Ocean</b></p>	<p><b>Key Words:</b></p> <p><b>Science Vocab:</b> classify, magnify, microscope, nutrients, photosynthesis</p> <p><b>Basic Vocab:</b></p> <p><b>Technology:</b> camera, cell phone, computer, copier, DVD player, laptop computer, music player, speakers, television, video camera</p>	<p><b>Language Function:</b></p> <p>Engage in Conversation</p> <p>Retell a Story</p> <p>Count and Noncount Nouns</p> <p>Irregular Plural Nouns</p> <p>More Plural Nouns</p> <p>Listen for Main Idea</p> <p>Analyze Expressions</p> <p>Panel Discussion</p> <p><b>Reading Strategies:</b></p> <p>Determine Importance</p> <p>Main Idea and Details</p> <p>Interview</p> <p>Charts and Tables</p> <p>Expression</p> <p>Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b></p> <p>Interview</p> <p>Science Article</p>	<p>What is nature's network?</p> <p>Part 2: Why are the small things in nature important?</p>	<p><u>Fish of the Future</u> (student book)</p> <p><u>PhytoPower!</u> (student book)</p> <p>Teacher Edition – Volume 1 T184i – T221a</p> <p>Sing with me Language Songs – Level F Practice</p> <p>Masters:</p> <p>3.12 : Small Things, Big Idea!</p> <p>3.13 : Living Things</p> <p>3.14: Fish of the Future</p> <p>3.15: The Irregulars</p> <p>3.16: Fish of the Future</p> <p>3.17: Fish of the Future</p> <p>3.18: PhytoPower!</p> <p>3.19 : Compare Genres</p> <p>3.20 : The MakeItPlural Game</p> <p>3.21: Organization</p> <p>3.22 : Chart</p> <p>3.23 : Revise</p> <p>3.24 : Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder</li> </ul>	<p>Unit 3 – Part 2</p> <p>- Key Words Test – Content Words</p> <p>Unit 3 – Part 2</p> <p>- Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 2</p> <p>- Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p><b>Unit 4</b> <b>Part 1</b></p>	<p><b>Justice</b></p> <p><b>Focus:</b> <b>Slavery and Other Injustices</b></p>	<p><b>Key Vocab:</b></p> <p><b>Social Studies Vocab:</b> abolish, emancipation, escape, law, plantation, slavery</p> <p><b>Academic Vocab:</b> equality, freedom, distinguish, risk, route</p> <p><b>Basic Vocab:</b></p> <p><b>Signs and Safety:</b> bathroom sign, bus stop sign, crossing sign, crossing light, exit sign, hospital sign, stop sign, traffic light, railroad crossing sign, speed limit sign</p>	<p><b>Language Function:</b></p> <p>Justify Express Certainty, Probability, Possibility -Present-Tense Action Verbs Action Verbs: Present Progressive Use Gestures and Expressions Compare and Contrast Language</p> <p><b>Reading Strategies:</b></p> <p>Make Inferences Theme Characters and Setting Figurative Language Expression Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Tale History Article</p>	<p>What is justice?</p> <p>Part 1: What would you risk for justice?</p>	<p><u>Crossing Bok Chitto</u> (student book)</p> <p><u>Journey to Freedom</u> (student book)</p> <p>Teacher Edition – Volume 1 T222a – T256h Sing with Me Language Songs – Level F Practice Masters: 4.1 : Justice 4.2: TV Show 4.3 : The Action Game 4.4 4.4: Crossing Bok Chitto 4.5 4.5: Freedom 4.6: Crossing Bok Chitto 4.7: Crossing Bok Chitto 4.8: Journey to Freedom 4.9 : Compare Figurative Language 4.10: Stories on the Wall</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> </ul> <p>Language Builder</p>	<p>Unit 4 – Part 1 - Key Words Test – Content Words</p> <p>Unit 4 – Part 1 - Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 1 - Oral Language Rubrics – Optional</p> <p>- Daily observations – participation and practice masters work</p>
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<p><b>Unit 4</b> <b>Part 2</b></p>	<p><b>Justice</b></p> <p><b>Focus:</b> <b>Fighting for Justice</b></p>	<p><b>Key Vocab:</b></p> <p><b>Social Studies Vocab:</b> conditions, demands, labor, nonviolence, protest, strike</p> <p><b>Academic Vocab:</b> barriers, conflict, demonstrate, oppose, require</p> <p><b>Basic Vocab:</b> <b>Community Places and Workers:</b> bank, community youth center, dentist’s office, gas station, hospital, fire station, police station, post office, restaurant, supermarket</p>	<p><b>Language Function:</b> Negotiate Verbs: <i>Am, Is, Are</i> Verbs: <i>Have, Has</i> Forms of <i>Be</i> and <i>Have</i> Interpret a Speaker’s Message Analyze Expressions Narrative Presentation</p> <p><b>Reading Strategies:</b> Make Inferences Sequence Point of View Literary Language Phrasing Accuracy and Rate</p> <p><b>Writing:</b> Daily writing tasks</p> <p><b>Genre:</b> Biography Social Studies Article</p>	<p>What is justice?</p> <p>Part 2: How can we achieve justice?</p>	<p><u>Harvesting Hope</u> (student book)</p> <p><u>A Filmmaker for Justice</u> (student book)</p> <p>Teacher Edition – Volume 1 T256i – T297a</p> <p>Sing with Me Language Songs – Level F Practice</p> <p>Masters:</p> <p>4.11 : Thinking Map: Sequence Chain 4.12 : The Strike 4.13 : Harvesting Hope 4.14 : Complete It 4.15 : Harvesting Hope: The Story of Cesar Chavez 4.16 : Harvesting Hope: The Story of Cesar Chavez 4.17 : A Filmmaker for Justice 4.18: Compare Literary Language 4.19: Bus Strike 4.20: Organization 4:21: Brainstorm Your Topic 4.22: Source Cards 4.23 : Outline 4.24 : Revise 4.25 : Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> <li>• Build Background Video</li> <li>• Key Word Images</li> <li>• Language Builder</li> </ul>	<p>Unit 4 – Part 2</p> <ul style="list-style-type: none"> <li>- Key Words Test – Content Words</li> </ul> <p>Unit 4 – Part 2</p> <ul style="list-style-type: none"> <li>- Key Words Test – Academic Vocabulary</li> </ul> <p>Unit 4 – Part 2</p> <ul style="list-style-type: none"> <li>- Oral Language Rubrics – Optional</li> <li>- Daily observations – participation and practice masters work</li> </ul>
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