

English Language Literacy 9-12
Period 2
Wall High School
2024-2025

Mrs. Yates

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Extra Help

- **Unit Lunch B Day**

Marking Period Schedule

Marking Period 1 9/4/2024-11/6/2024	Marking Period 3 1/28/2025-4/1/2025
Marking Period 2 11/11/2024-1/17/2024	Marking Period 4 4/2/2025-6/5/2025
Midterm Exams 1/21/2025-1/27/2025	Final Exams 6/6/2025-6/13/2025

Course Description:

This course further increases students' English proficiency and comfortability in expressing themselves using all modes of language. Students will understand topics concerning family, work, and school. Students will be able to manage most situations that arise while traveling. Furthermore, students will describe their experiences, events, dreams, hopes, and ambitions. By the end of this course, the goal is for students to communicate in the target language and attain a higher English Language proficiency.

Units of Study

Unit 1: All About You

Unit 2: Free Time

Unit 3: Family

Unit 4: School

Unit 5: Shopping

Unit 6: Entertainment

Classroom Expectations

- Be on time and prepared to learn.
- Be mindful of your behaviors, words, and actions.
- Be respectful to one another.

Cell Phones:

- Cell phones are NOT allowed in the classroom.
- Cell phones must be turned off and placed in the pocket holders when you first walk into class.

Behavior:

- One warning will be given.
- A phone call home will be made.
- Referral to an administrator.

Materials & Available Resources

- Let's Talk English Online Program/worksheets/organizers
- Teacher created worksheets

Notebooks and Supplies(TBD):

- Pen/Pencil
- Folder/Binder(if you have an extra)
- Notebook

Grading Breakdown

Each quarter grade is based on a percentage model; the following grading formulas have been established.

Marking Period Category Percentages

Category	Minimum Number	Percentage
Major Assessments	2	40%
Minor Assessments	4	40%
Participation/HW/CW	10	20%

Course Grading

Category	Percentage
Marking Period 1	25%
Marking Period 2	25%
Marking Period 3	25%
Marking Period 4	25%

Marking Period 1

(*Marking Period time lines/assignments/assessments/projects as per Let's Talk English program**Subject to revision*)

Big Ideas	Topics/Themes/ Concepts	Activities and Assessments	Timeline (Number of Classes)
<p><u>All About You</u></p> <ul style="list-style-type: none"> Sharing our daily routines can help us make connections with our peers. By having a larger choice of words to describe people, students can be more accurate in saying internal and external traits. With technology being so prominent today, using technology vocabulary will help students connect with others. Using adverb phrases of time, students can be more precise on when something has occurred. By learning how to use intensifiers to modify adjectives, students can show different ways to express meaning in all the domains of language. 	<ul style="list-style-type: none"> Discuss daily routines. Use adverbs and adverbial phrases of time Use modal verbs of deduction for descriptions Use intensifiers with adjectives. <p>Vocabulary: Section 1: Daily Routines Section 2: Describe a Person Section 3: Communication Today</p>	<p>Section 1: Describe a Person</p> <p><u>Vocabulary Activities:</u></p> <p>1.1.1-Speak- Open Recording: Record yourself as much as possible about the Section 1 vocabulary picture. What words or phrases do you know? What do you do? What is happening in the picture?</p> <p>1.1.2 Part 1 and Part 2-Read, Listen, and Speak-Pronunciation-Flashcards-Look at the images and repeat the sentences. Click "Definition" to see the word or phrase in your language.</p> <p>1.1.4-Write-Open Text: Type each Section 1 Vocabulary word or phrase three times.</p> <p>1.1.8-Listen-Image Match: Listen to Amber describe her daily routine. Then, match each routine activity with the correct image.</p> <p><u>Grammar Activities:</u></p> <p>1.1.10-Read-Multiple Choice: Choose the correct simple conjugation of each verb.</p> <p>1.1.11-Write-Word Jumble: Put each statement in the correct order.</p> <p>1.1..12-Read and Write-Fill-in-the-Blanks: The verb is false in each sentence. Change each verb marked between the two asterisks(*) to make each sentence true.</p> <p>1.1.14-Speak-Open Recording: Talk about your daily routine. Use time wherever possible.</p> <p>1.1.20-Listen and Speak-Segmented Recording: Listen to each question about Lucas's daily schedule. Then, respond in the</p>	20 classes

		<p>pauses provided using complete sentences. Use one of the adverbs in each response.</p> <p><u>Conversation Activities:</u></p> <p>1.1.21-Pairing Activity/Open Text-What’s your daily routine?: Write your daily routine activities. With a partner, discuss your routines. Talk about the start of your day until the end of your day. Include the time of day, and use adverbs of time when you can. As you listen to your partner, write his/her activities.</p> <p>1.1.24-Read-Sentence Jumble: Put Amber’s daily routine in the correct order based on the conversation activity.</p> <p><u>Reading Activities:</u></p> <p>1.1.25-Listen-Category Match: Read the blog entry. Then, listen to each sentence, and place it under the correct category.</p> <p>1.1.26-Read and Speak-Open Recording: Answer each question about yourself in complete sentences.</p> <p>Section 2: Describe a Person</p> <p><u>Vocabulary Activities:</u></p> <p>1.2.1-Speak-Open Recording: Say as much as possible about the Section 2 Vocabulary pictures</p> <p>1.2.3-Part 1 and 2-Read-Text Match: Match the correct translation in your own language with each Section 2 Vocabulary word or phrase.</p> <p>1.2.9-Listen and Write-Fill-in-the-blanks: Listen for the adjective in each sentence. Then, fill in each blank with the opposite adjective (the antonym).</p> <p><u>Grammar Activities:</u></p> <p>1.2.12-Read and Write-Fill-in-the-Blanks: Fill in each blank with the correct question word from the word bank.</p> <p>1.2.13-Listen-Category Match: Listen to the discussion about Shane’s family. Then, place each word or phrase under the correct family member it describes.</p> <p>1.2.15-Read and Speak-Open Recording: Say the question that led to the answer.</p> <p>1.2.18-Read-Multiple Choice: Choose the statement that does NOT make sense with the deduction statement.</p> <p>1.2.20-Listen and Write-Question and Answer: Listen to each statement. Then, type if it is true or false. If the statement is false, you must correct it to make it true.</p> <p><u>Conversation Activities:</u></p>	
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		<p>each pause, choose the sentence that best completes each sentence.</p> <p><u>Conversation Activities:</u></p> <p>1.3.22-Presentation Mode/Open Text-Technology Today: Use the questions to interview two adults of varying ages about the role of technology. The adult does not have to speak English, but you need to write the answers in English. Discuss answers with the class.</p> <p>1.3.23-Write-Open Text: Compare and Contrast your answers with the answers from the two adults you interviewed.</p> <p>1.3.24-Group Activity/Open Text: Which blog interests you? Find a blog that interests you. Answer the following questions about it and discuss in a group.</p> <p><u>Reading Activities:</u></p> <p>1.3.25-Read-Multiple Choice: Use the <i>Social Media Usage US vs. US</i> article to decide if each statement is true or false.</p> <p>1.3.26-Read and Speak-Open Recording: Answer each question about yourself in complete sentences.</p> <p><u>Assessments:</u></p> <p>Projects 1 and 2 Unit 1 Assessment</p>	
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Make-up Work as per Student Handbook

- Students who are absent from class for any reason will be required to make-up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of prolonged absence, (more than five consecutive days,) the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.
- It is the student’s responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

Academic Integrity Policy as per Student Handbook

Plagiarism Policy

- **Freshmen:** On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because on the freshmen level we are concerned with students' understanding of the process. On the second offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor's office.)
- **Sophomores, Juniors and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

Cheating

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

- Copying another student's work;
- Working with others on projects that are meant to be done individually;
- Looking at or copying another student's test or quiz answers;
- Allowing another student to look at or copy answers from one's test or quiz;
- Using any other method (ie "cheat sheets", communicating in any form) to get/give test or quiz answers;
- Taking a test or quiz in part or in whole to use or to give to others;
- Copying information from a source without giving proper acknowledgment;
- Taking papers from other students, publications, or internet sources and claiming it as one's own work;
- Academic dishonesty in any other form including, but not limited to, tampering with computerized grade records;
- Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

- Redoing the assignment (see policy on plagiarism);
- Receiving a zero grade on the project, test or quiz;
- Letter sent to parent and placed in the student's file;

- Detention, suspension or expulsion.

Student Signature: _____

Date: _____