



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School ELD-Academic Language I Curriculum

Course Description: Academic Language I develops student's ability to speak, listen, read, and write using content specific academic language. The course is designed to create academic background knowledge and language skills for EL students to increase academic achievement in content classes. Students eligible for this course fall into the range of 1.0 - 2.9 on a current WIDA W-APT or ACCESS test. The instructional order of the units remains flexible to be responsive to the needs of the students and the content courses in which they are enrolled. Additionally, the instructor will rotate units between Mathematics, Social Studies, Science and Language Arts to ensure balanced instruction on all content areas throughout the semester. This course may be repeated on a case by case basis as determined by the ELD teacher.

Timeframe	Unit Name	Instructional Topic
Approx. 6 weeks	Science	Topic 1: Biology Topic 1: Chemistry Topic 1: Forensic Science
Approx. 6 weeks	Social Studies	Topic 1: World History Topic 2: American History Topic 3: US Government
Approx. 4 weeks	Mathematics	Topic 1: Algebra I Topic 2: Geometry & Algebra II
Approx. 2 weeks	Language Arts	Topic 1: Language Arts I & II

Unit 1: Science

Subject: Science

Grade: 9-12

Name of Unit: Science

Length of Unit: Approximately 6 weeks

Overview of Unit: Develop the language of Biology, Chemistry, and Forensic Science for EL students.

Getting Ready for the Unit:

- Refer to the students' language and content needs to build the unit.

Pre-Assessment (given prior to starting the unit):

- Have students rate knowledge of key vocabulary pre- and post-teaching.

Priority Standards for unit:

- WIDA ELD Standard 4 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Supporting Standards for unit:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to)	Bloom's Taxonomy Levels	Webb's DOK
WIDA ELD Standard 4 in the areas of speaking, listening, reading and writing	Information, ideas and concepts necessary for academic success in the content area of Science	Recount Explain Argue Discuss	Remember Understand Apply Analyze Evaluate Create	1, 2

Essential Questions:

- How can you effectively recount, explain, argue, and discuss Biology?
- How can you effectively recount, explain, argue, and discuss Chemistry?
- How can you effectively recount, explain, argue, and discuss Forensic Science?

Enduring Understanding/Big Ideas:

- Students are able to display knowledge or narrate experiences or events in Biology, Chemistry, and Forensic Science.
- Students are able to clarify the “why” and the “how” of ideas, actions, or phenomena in Biology, Chemistry, and Forensic Science.
- Students are able to persuade by making claims supported by evidence in Biology, Chemistry, and Forensic Science.
- Students are able to interact with others to build meaning and share knowledge in Biology, Chemistry, and Forensic Science.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Match● Identify● Restate● Name● Describe● Answer (yes/no)● Provide (examples)● List● Diagram● Chart● Sequence● Respond● Pose (a question)● Order● Compare● Recognize● Differentiate● Produce● Label● Distinguish● Relate● Facts● Discuss● Connect● Select● Evidence● Ask● Represent● Clarify	<ul style="list-style-type: none">● Cells and Cell Parts● Organisms● Scientific Method● DNA● Genetics● Atoms● Conversion● Periodic Table● Chemical reactions● Balancing Equations● Matter● Forces● Evidence● Toxicology● Crime scene● Blood & bodily fluids● Lab● Punnett Square● Homozygous● Heterozygous● Dominant● Recessive● Phenotype● Genotype● Allele

Resources for Vocabulary Development:

- Content textbooks
- Teacher developed materials
- Translation Dictionaries
- Online resources

Topic 1: Biology

Engaging Experience 1

Title (Teaching Point): Biology

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 4 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to: Characteristics of Living Things, Cells and their parts, Scientific Method & problem solving, and DNA & Genetics. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Biology.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Topic 2: Chemistry

Engaging Experience 1

Title (Teaching Point): Chemistry

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 4 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to atoms & their parts, measurements & conversions, the periodic table uses & trends, types of chemical reactions, balancing equations, and states of matter & forces. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Chemistry.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Topic 3: Forensic Science

Engaging Experience 1

Title (Teaching Point): Forensic Science

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 4 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to: types of evidence, how to gather evidence, how evidence is analyzed & by whom, toxicology, crime scene & investigations, the nature of blood & bodily fluids, and parts of a lab and reporting lab results. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Forensic Science.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Biology	Biology	Teacher will instruct students on teaching points such as, but not limited to: Characteristics of Living Things, Cells and their parts, Scientific Method & problem solving, and DNA & Genetics. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Biology.	2 weeks
Chemistry	Chemistry	Teacher will instruct students on teaching points such as, but not limited to atoms & their parts, measurements & conversions, the periodic table uses & trends, types of chemical reactions, balancing equations, and states of matter & forces. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Chemistry.	2 weeks
Forensic Science	Forensic Science	Teacher will instruct students on teaching points such as, but not limited to: types of evidence, how to gather evidence, how evidence is analyzed & by whom, toxicology, crime scene & investigations, the nature of blood & bodily fluids, and parts of a lab and reporting lab results. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Forensic Science.	2 weeks

Unit 2: Social Studies

Subject: Social Studies

Grade: 9-12

Name of Unit: Social Studies

Length of Unit: Approximately 6 weeks

Overview of Unit: Develop the language of World History, American History, and US Government for EL students.

Getting Ready for the Unit:

- Refer to the students' language and content needs to build the unit.

Pre-Assessment (given prior to starting the unit):

- Have students rate knowledge of key vocabulary pre- and post-teaching.

Priority Standards for unit:

- WIDA ELD Standard 5 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Supporting Standards for unit:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to)	Bloom's Taxonomy Levels	Webb's DOK
WIDA ELD Standard 5 in the areas of speaking, listening, reading and writing	Information, ideas and concepts necessary for academic success in the content area of Social Studies	Recount Explain Argue Discuss	Remember Understand Apply Analyze Evaluate Create	1, 2

Essential Questions:

- How can you effectively recount, explain, argue, and discuss World History?
- How can you effectively recount, explain, argue, and discuss American History?
- How can you effectively recount, explain, argue, and discuss US Government?

Enduring Understanding/Big Ideas:

- Students are able to display knowledge or narrate experiences or events in World History, American History, and US Government.
- Students are able to clarify the “why” and the “how” of ideas, actions, or phenomena in World History, American History, and US Government.
- Students are able to persuade by making claims supported by evidence in World History, American History, and US Government.
- Students are able to interact with others to build meaning and share knowledge in World History, American History, and US Government.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Match● Identify● Restate● Name● Describe● Answer (yes/no)● Provide (examples)● List● Diagram● Chart● Sequence● Respond● Pose (a question)● Order● Compare● Recognize● Differentiate● Produce● Label● Distinguish● Relate● Facts● Discuss● Connect● Select● Express (opinions)● Evidence● Ask● Represent● Clarify	<ul style="list-style-type: none">● Neolithic Revolution● bureaucracy● monotheism● polytheism● reincarnation● diaspora● city-state● philosopher● democracy● republic● Hellenistic● empire● feudal system● humanism● mercantilism● absolutism● divine right● constitutional monarchy● radical● counterrevolution● nationalism● Industrial Revolution● communism● socialism● suffrage● unification● nationalism● Social Darwinism● Militarism● Propaganda● Great Depression

	<ul style="list-style-type: none"> ● Reconstruction ● Nativism ● Populism ● Imperialism ● Progressive ● Nativism ● Communist ● Reparations ● Renaissance ● Totalitarian ● Nazism ● Holocaust ● Civil Rights ● Impeachment ● Constitution ● Bill of Rights ● Checks and Balances ● Judicial ● Executive ● Legislative ● Economics ● Federal
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Resources for Vocabulary Development:

- Content textbooks
- Teacher developed materials
- Translation Dictionaries
- Online resources

Topic 1: World History

Engaging Experience 1

Title (Teaching Point): World History

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 5 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to Neolithic Age, river valley civilizations, Greece, Rome, Ancient China, India, Feudalism/Middle Ages, Renaissance, Enlightenment, and revolutions. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of World History.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Topic 2: American History

Engaging Experience 1

Title (Teaching Point): American History

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 5 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to: Civil War, Reconstruction, westward expansion, Industrial Revolution & unions, immigration & reform movements, WWI, 1920s & Great Depression, WWII, Cold War & Vietnam, 1990s-2000s, terrorism. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of American History.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Topic 3: US Government

Engaging Experience 1

Title (Teaching Point): US Government

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 5 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to constitution and its parts, philosophers, types of governments, branches of government, political parties, Missouri constitution. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of US Government.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
World History	World History	Teacher will instruct students on teaching points such as, but not limited to Neolithic Age, river valley civilizations, Greece, Rome, Ancient China, India, Feudalism/Middle Ages, Renaissance, Enlightenment, and revolutions. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of World History.	2 weeks
American History	American History	Teacher will instruct students on teaching points such as, but not limited to: Civil War, Reconstruction, westward expansion, Industrial Revolution & unions, immigration & reform movements, WWI, 1920s & Great Depression, WWII, Cold War & Vietnam, 1990s-2000s, terrorism. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of American History.	2 weeks
US Government	US Government	Teacher will instruct students on teaching points such as, but not limited to constitution and its parts, philosophers, types of governments, branches of government, political parties, Missouri constitution. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of US Government.	2 weeks

Unit 3: Mathematics

Subject: Mathematics

Grade: 9-12

Name of Unit: Mathematics

Length of Unit: Approximately 4 weeks

Overview of Unit: Develop the language of Algebra I, Geometry, and Algebra II for EL students.

Getting Ready for the Unit:

- Refer to the students' language and content needs to build the unit.

Pre-Assessment (given prior to starting the unit):

- Have students rate knowledge of key vocabulary pre- and post-teaching.

Priority Standards for unit:

- WIDA ELD Standard 3 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Supporting Standards for unit:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to)	Bloom's Taxonomy Levels	Webb's DOK
WIDA ELD Standard 3 in the areas of speaking, listening, reading and writing	Information, ideas and concepts necessary for academic success in the content area of Mathematics	Recount Explain Argue Discuss	Remember Understand Apply Analyze Evaluate Create	1, 2

Essential Questions:

- How can you effectively recount, explain, argue, and discuss Algebra I?
- How can you effectively recount, explain, argue, and discuss Geometry?
- How can you effectively recount, explain, argue, and discuss Algebra II?

Enduring Understanding/Big Ideas:

- Students are able to display knowledge or narrate experiences or events in Algebra I, Geometry, and Algebra II.
- Students are able to clarify the “why” and the “how” of ideas, actions, or phenomena in Algebra I, Geometry, and Algebra II.
- Students are able to persuade by making claims supported by evidence in Algebra I, Geometry, and Algebra II.
- Students are able to interact with others to build meaning and share knowledge in Algebra I, Geometry, and Algebra II.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Match● Identify● Restate● Name● Describe● Answer (yes/no)● Provide (examples)● Diagram● Chart● Sequence● Order● Compare● Recognize● Differentiate● Produce● Label● Distinguish● Discuss● Connect● Select● Express● Ask● Represent● Clarify	<ul style="list-style-type: none">● Expressions● Equation● Function● Linear● Graphing● Exponents● Radicals● Rational● Probability● Factoring● Equality/Inequality● Polynomial● Quadratic● Transversal● Segments● Transformations● Constructions● Trigonometric● Similarity● Ratios● Two-Dimensional● Three-Dimensional● Congruence● Angles● Theorem● Symmetry● Coplanar● Supplementary● Complementary

Resources for Vocabulary Development:

- Content textbooks
- Teacher developed materials
- Translation Dictionaries
- Online resources

Topic 1: Algebra I

Engaging Experience 1

Title (Teaching Point): Algebra I

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 3 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to: multiplication tables and distributing, add/subtract integers, linear equations (solving, graphing), math language (add, subtract, divide, multiply, exponent, parenthesis), variables, solving 1 step to multiple variables equations. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Algebra I.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Topic 2: Geometry & Algebra II

Engaging Experience 1

Title (Teaching Point): Geometry & Algebra II

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 3 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to: basic geometric figures, geometric notion/symbols (p. 920 of textbook), geometric relationships of parallel & perpendicular lines with a transversal (postulates/theorems), factoring, equations of a line, relationships between functions and their graphs (absolute value, cubic, exponential, rational, quadratic), translating functions (shifts of graphs). Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Geometry and Algebra II.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Algebra I	Algebra I	Teacher will instruct students on teaching points such as, but not limited to: multiplication tables and distributing, add/subtract integers, linear equations (solving, graphing), math language (add, subtract, divide, multiply, exponent, parenthesis), variables, solving 1 step to multiple variables equations. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Algebra I.	2 weeks
Geometry and Algebra II	Geometry and Algebra II	Teacher will instruct students on teaching points such as, but not limited to: basic geometric figures, geometric notion/symbols (p. 920 of textbook), geometric relationships of parallel & perpendicular lines with a transversal (postulates/theorems), factoring, equations of a line, relationships between functions and their graphs (absolute value, cubic, exponential, rational, quadratic), translating functions (shifts of graphs). Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Geometry and Algebra II.	2 weeks

Unit #4: Language Arts

Subject: Language Arts

Grade: 9-12

Name of Unit: Language Arts

Length of Unit: Approximately 4 weeks

Overview of Unit: Develop the language of Language Arts I & II for EL students.

Getting Ready for the Unit:

- Refer to the students' language and content needs to build the unit.

Pre-Assessment (given prior to starting the unit):

- Have students rate knowledge of key vocabulary pre- and post-teaching.

Priority Standards for unit:

- WIDA ELD Standard 2 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Supporting Standards for unit:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to)	Bloom's Taxonomy Levels	Webb's DOK
WIDA ELD Standard 2 in the areas of speaking, listening, reading and writing	Information, ideas and concepts necessary for academic success in the content area of Language Arts	Recount Explain Argue Discuss	Remember Understand Apply Analyze Evaluate Create	1, 2

Essential Questions:

- How can you effectively recount, explain, argue, and discuss Language Arts I?
- How can you effectively recount, explain, argue, and discuss Language Arts II?

Enduring Understanding/Big Ideas:

- Students are able to display knowledge or narrate experiences or events in Language Arts I & II.

- Students are able to clarify the “why” and the “how” of ideas, actions, or phenomena in Language Arts I & II.
- Students are able to persuade by making claims supported by evidence in Language Arts I & II.
- Students are able to interact with others to build meaning and share knowledge in Language Arts I & II.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Match ● Identify ● Restate ● Name ● Describe ● Answer (yes/no) ● Provide (examples) ● Pattern (text) ● Main idea ● List ● Diagram ● Chart ● Sequence ● Narrative text ● Informational text ● Respond ● Pose (a question) ● Order ● Compare ● Recognize ● Differentiate ● Produce ● Label ● Distinguish ● Relate ● Facts ● Opinions ● Discuss ● Connect ● Select ● Express (opinions) ● Evidence ● Ask ● Represent ● Clarify 	<ul style="list-style-type: none"> ● Characterization ● Mood ● Subject ● Theme ● Thesis ● Tone ● Figurative Language ● Plot ● Point of View ● Analysis ● Setting ● Structure ● Syntax ● Biography ● Claim ● Narrative ● Flashback ● Connotation ● Inference ● Author’s Intent ● Character Analysis ● Context ● Audience ● Source ● Citation ● Evidence ● Format ● Acts ● Tragedy

Resources for Vocabulary Development:

- Content textbooks
- Teacher developed materials
- Translation Dictionaries
- Online resources

Topic 1: Language Arts I & II

Engaging Experience 1

Title (Teaching Point): Language Arts I & II

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- WIDA ELD Standard 2 English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Supporting:

- WIDA ELD Standard 1 English Language Learners communicate for social and instructional purposes within the school setting.

Detailed Description/Instructions: Teacher will instruct students on teaching points such as, but not limited to literary terms, paragraphs & writing structures, finding theme, defending a thesis, figurative language, author's purpose, grammar, citations & plagiarism. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Language Arts I & II.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, and Create

Webb's DOK: 1, 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Language Arts I and II	Language Arts I and II	Teacher will instruct students on teaching points such as, but not limited to literary terms, paragraphs & writing structures, finding theme, defending a thesis, figurative language, author's purpose, grammar, citations & plagiarism. Teachers may use different reading, writing, speaking, and listening instructional strategies & activities to engage EL students with the academic language and content of Language Arts I & II.	2 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.