

East EPO Course Overview for Standalone:

Disciplinary long-term transfer goals aligned with mission/vision:

- 1.** Scholars will be able to use English independently to seek or give information about themselves, others, ideas, actions, or phenomena. (Language Functions: Inform, Identify, Describe)
- 2.** Scholars will be able to use English independently to recount or retell ideas, experiences, and events in both daily life and academic settings. (Language functions: recount, Sequence/Order)
- 3.** Scholars will be able to use English independently to explain ideas, experiences, and events in both daily life and academic settings. (Language functions: explain, summarize)
- 4.** Scholars will be able to use English independently to interact with others to build meaning and share knowledge. (Language Function: Discuss, ask and answer questions, clarify)
- 5.** Scholars will be able to use English independently to compare, contrast, and evaluate different ideas, media, and/or perspectives supported by evidence. (Language Functions: Compare/Contrast, evaluate)
- 6.** Scholars will be able to use English independently to argue, influence and/or advocate for self/others by making claims supported by evidence. (Language Functions: Justify, Persuade, Argue, Compare/Contrast, evaluate)

SEPTEMBER		OCTOBER	NOVEMBER	DECEMBER	JANUARY
Assessments Building routines Getting to know learners Low-risk units - Building comfort and confidence	Unit 1: Seek and Give Information		Unit 2: Recounting and retelling	Unit 3: Explain	
	Transfer Goal 1		Transfer Goal 2	Transfer Goal 3	

FEBRUARY	MARCH	APRIL	MAY	JUNE
Unit 4: Interacting	Unit 5: Comparing, Contrasting, & Evaluation		Unit 6: Arguing	Regents Exams
Transfer Goal 4	Transfer Goal 5		Transfer Goal 6	

Unit Overviews

Unit 1:	Understandings:	Essential Questions:
Seek and Give Information	<i>Students will understand that...</i> 1. The language and tone we use to introduce ourselves can affect how we are perceived. 2. How we introduce ourselves or talk about things is dependent on the purpose and audience. 3. Questioning can be helpful to seeking information about someone or something.	● How do I introduce and talk about myself to others? ● How do I share important information about myself with others? ● How can I use language to inform others of my likes and dislikes? ● How can I use English and my home language creatively?
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Unit 2:	Understandings:	Essential Questions:
Recounting and Retelling	<i>Students will understand that...</i> 1. the use of details is important for communicating to others about key pieces of an event or process. 2. the use of sequencing helps to build other's understanding of an event or process. 3. recounting is used for many reasons, including for one's own remembering and to inform others. 4. different genres and forms can be used to inform others through recounting.	● How can I best use language to describe an event or specific time in my past to others? ● What kinds of details are most important to include when recounting? Why? ● What's the best genre to use to inform others in any given situation? ● How can I recount ideas, experiences, or events in both English and my home language creatively?
Transfer Goal: Scholars will be able to use English independently to recount or retell ideas, experiences, and events in both daily life and academic settings. (<i>Language functions: recount, Sequence/Order</i>)		

Unit 3:	Understandings:	Essential Questions:
Explain	<i>Students will understand that...</i> 1. the use of details is important for communicating to others about key pieces of an event or process. 2. the use of sequencing helps to build other's understanding of an event or process. 3. Explaining is helpful to explaining how or what something is. 4. different genres and forms can be used to explain something to others.	● How do I share important information about myself with others? ● How can I use language to inform others of my likes and dislikes? ● How can I use English and my home language creatively?
Transfer Goal: Scholars will be able to use English independently to recount or retell ideas, experiences, and events in both daily life and academic settings. (Language functions: recount, Sequence/Order)		

Unit 4:	Understandings:	Essential Questions:
Interacting	<i>Students will understand that...</i> 1. Both verbal and non-verbal actions can help communicate 2.	
Transfer Goal: Scholars will be able to use English independently to interact with others to build meaning and share knowledge. (Language Function: Discuss, ask and answer questions, clarify)		

Unit 5:	Understandings:	Essential Questions:
Comparing, Contrasting, & Evaluation	<i>Students will understand that...</i>	
Transfer Goal: Scholars will be able to use English independently to compare, contrast, and evaluate different ideas, media, and/or perspectives supported by evidence. (Language Functions: Compare/Contrast, evaluate)		

Unit 6:	Understandings:	Essential Questions:
Arguing	<i>Students will understand that...</i>	
Transfer Goal: Scholars will be able to use English independently to argue, influence and/or advocate for self/others by making claims supported by evidence. (Language Functions: Justify, Persuade, Argue, Compare/Contrast, evaluate)		