

UnitJohn B. Emanuelson 7th Grade ESL (Cambridge Global English Stage 7)

	Standards Addressed	Prerequisite Proficiencies (Content & Skills)	Target Proficiencies (Content & Skills)	Formative Assessments & Activities	Summative Assessments & Projects	Next Steps, Extension & Remediation	Resources (Hyperlinked)
	<i>Hyperlink any standards covered in this unit.</i>	<i>What skills or content knowledge must students have to enter this unit?</i>	<i>What skills or content knowledge will students master in this unit? Include 21st-century and literacy skills.</i>	<i>How will you monitor student progress and track growth throughout the unit?</i>	<i>How will you evaluate student learning at the end of the unit?</i>	<i>What are the next steps after this unit? Include strategies for remediation and extension.</i>	<i>What texts, tools, or digital resources are used in this unit?</i>
Unit 3 Clothes & Access.	<p><u>Reading</u> Read a limited range of extended fiction and non-fiction texts</p> <p>Understand the main points in texts</p> <p>Understand specific information in texts</p> <p>Recognise the attitude or opinion of the writer on extended texts</p> <p>Deduce meaning from context</p> <p>Understand implied meaning</p> <p>Use paper and digital reference resources to check meaning and extend understanding</p> <p><u>Listening</u> With little or no support: Understand the main points in extended talk</p> <p>Recognise the opinion of the speaker(s) in extended talk</p>	<p><u>Reading</u> Remember: <ul style="list-style-type: none"> Read Recognise Understand: <ul style="list-style-type: none"> Understand <u>Listening</u> Remember: <ul style="list-style-type: none"> Recognise Understand: <ul style="list-style-type: none"> Understand <u>Speaking</u> Understand <ul style="list-style-type: none"> Ask Respond Interact Apply <ul style="list-style-type: none"> Use <u>Writing</u> Apply <ul style="list-style-type: none"> Punctuate Use Analyze <ul style="list-style-type: none"> Proofread Create <ul style="list-style-type: none"> Brainstorm Plan Write </p>	<p><u>Reading</u> Remember: <ul style="list-style-type: none"> Read Recognise Understand: <ul style="list-style-type: none"> Understand Deduce <u>Listening</u> Remember: <ul style="list-style-type: none"> Recognise Understand: <ul style="list-style-type: none"> Understand <u>Speaking</u> Understand <ul style="list-style-type: none"> Ask Clarify Give Respond Interact Apply <ul style="list-style-type: none"> Use <u>Writing</u> Apply <ul style="list-style-type: none"> Punctuate Use Analyze <ul style="list-style-type: none"> Edit Proofread Create</p>	<p><u>Reading</u> Whiteboards: can be done individually, in pairs, or in groups.</p> <p>Thumbs up/thumbs down</p> <p>Apps (Kahoot/Quizlet)</p> <p>Entry ticket: can be used for pre-assessment to see what students know about a topic or if anything from prior lesson needs to be re-taught.</p> <p>Exit ticket: can be used to see how well students learned the content or for self assessment.</p> <p>Student book: peer check completed assignments; speak in groups about topics, etc.</p> <p><u>Listening</u> Whiteboards</p> <p>Thumbs up/thumbs down</p>	<p><u>Reading</u> Workbook page (p. 16/18)</p> <p>Weekly vocab test</p> <p><u>Listening</u> Workbook page (p. 17)</p> <p><u>Speaking</u> Group Presentation: Designing a Product (project) <ul style="list-style-type: none"> Powerpoint Use Excel to make a chart and/or graph Poster or computer design <u>Writing</u> Present passive exercises in the workbook (p. 18/19)</p> <p>Draft of the presentation, charts & graphs, mockup of product or poster <ul style="list-style-type: none"> section <u>Use of English</u> Present Passive exercises in the workbook</p>	<p>Next Steps: After the group presentations are completed, students will progress to unit 4.</p> <p>Extensions: Students will be offered a choice between 4 extensions. 3 extensions will be generic and always on offer and the fourth will be unit specific.</p> <p>1- investigate a country that speaks English. Decide how your life would be the same and different if you had been brought up in that country.</p> <p>2- read several folk tales from China and other parts of the world. Make a Venn diagram to show similarities and differences between Chinese folktales and other folktales from other countries.</p> <p>3- Create a crossword puzzle for the class using the vocabulary words from this unit.</p>	<p>Cambridge Global English Stage 7 <ul style="list-style-type: none"> student book workbook iPad/tablet Apps <ul style="list-style-type: none"> Kahoot Quizlet e-Dictionary (if need be) Baidu (or other search engine- if need be) PowerPoint Excel Long-term Planning Template 2- Cambridge Lower Secondary Paper & markers to make a poster (optional)</p>

Curriculum Map Template Document

	<p>Understand most specific information in extended talk</p> <p>Understand extended narratives</p> <p>Understand most of the detail of an argument in extended talk</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Use formal and informal registers in their talk</p> <p>Ask questions to clarify meaning</p> <p>Give an opinion, at discourse level</p> <p>Respond, with some flexibility, at both sentence and text level, to unexpected comments.</p> <p>Interact with peers to negotiate classroom tasks</p> <p>Use appropriate subject-specific vocabulary and syntax to talk</p> <p style="text-align: center;"><u>Writing</u></p> <p>Punctuate, with accuracy, a growing range of written work</p> <p>Brainstorm, plan, & draft written work at text level, with some support.</p> <p>Compose, edit and proofread written work at text level, with some support</p>	<p style="text-align: center;"><u>Use of English</u></p> <p>Remember</p> <ul style="list-style-type: none"> • Recognize • Spell <p>Apply</p> <ul style="list-style-type: none"> • Use 	<ul style="list-style-type: none"> • Brainstorm • Plan • Draft • Compose • Write <p style="text-align: center;"><u>Use of English</u></p> <p>Remember</p> <ul style="list-style-type: none"> • Recognize • Spell <p>Apply</p> <ul style="list-style-type: none"> • Use 	<p>Entry/Exit Tickets: modified for listening only (no written support)</p> <p>Student book: peer check completed assignments; speak in groups about topics, etc.</p> <p>Cold Calling</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Turn to a neighbor/ Think-pair-share</p> <p>Peer checking</p> <p>Design a product Rubrics to assess self & peers:</p> <ul style="list-style-type: none"> • PowerPoint presentation along with student speeches • Visual representation of product (ex: poster, computer design, etc.) <p>Cold Calling</p> <p style="text-align: center;"><u>Writing</u></p> <p>Peer checking</p> <p style="text-align: center;"><u>Use of English</u></p> <p>Peer checking</p>	<p>4- Investigate clothes and accessories from another country. How are they similar to China? Different? Write a report.</p> <p>Remediation: For students who get less than 80% on the vocab test, will be grouped together and help one another with an assortment of tasks:</p> <ul style="list-style-type: none"> • matching • sentence creation • crossword puzzle • Quizlet <p>Students can retake the vocab test afterwards. If students continue to score less than 80%, they will be grouped by peers. If remediation is unsuccessful, students will be given one-on-one help.</p>	
--	--	--	--	--	---	--

Curriculum Map Template Document

	<p>Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics</p> <p>Use, with some support, style and register appropriate to a limited range of written genres</p> <p><u>Use of English</u> Begin to recognise typical features at word, sentence and text level in a limited range of spoken genres</p> <p>Spell a growing range of high-frequency vocabulary accurately.</p> <p>Use a range of active and passive simple present forms</p> <p>Begin to use common phrasal verbs</p>						
<p>Unit 4</p> <p>Outdoor Pursuits</p>	<p><u>Reading</u> Read a limited range of extended fiction and non-fiction texts</p> <p>Understand the main points in texts</p> <p>Understand specific information in texts</p> <p>Recognise the attitude or opinion of the writer on extended texts</p> <p>Deduce meaning from context</p> <p>Understand implied meaning</p>	<p><u>Reading</u> Remember:</p> <ul style="list-style-type: none"> • Read • Recognise <p>Understand:</p> <ul style="list-style-type: none"> • Understand <p><u>Listening</u> Remember:</p> <ul style="list-style-type: none"> • Recognise <p>Understand:</p> <ul style="list-style-type: none"> • Understand <p><u>Speaking</u> Understand</p> <ul style="list-style-type: none"> • Ask • Give • Respond 	<p><u>Reading</u> Remember:</p> <ul style="list-style-type: none"> • Read • Recognise <p>Understand:</p> <ul style="list-style-type: none"> • Understand • Deduce <p><u>Listening</u> Remember:</p> <ul style="list-style-type: none"> • Recognise <p>Understand:</p> <ul style="list-style-type: none"> • Understand • Deduce <p><u>Speaking</u></p>	<p><u>Reading</u> Whiteboards: can be done individually, in pairs, or in groups.</p> <p>Thumbs up/thumbs down</p> <p>Apps (Kahoot/Quizlet)</p> <p>Entry ticket: can be used for pre-assessment to see what students know about a topic or if anything from prior lesson needs to be re-taught.</p> <p>Exit ticket: can be used to see how well</p>	<p><u>Reading</u> Workbook page (p. 22/24)</p> <p>Weekly vocab test</p> <p>End of the Unit test</p> <ul style="list-style-type: none"> • Reading Section <p><u>Listening</u> Workbook page (p. 22/24)</p> <p>End of the unit test</p> <ul style="list-style-type: none"> • Listening Section <p><u>Speaking</u></p>	<p>Next Steps: After the group presentations are completed, students will complete a summative assessment on reading, listening, writing, and use of English. Each section will be scored and if a student fails to score 80% in any section, remediation will be given. Once remediation is completed, students will move on to unit 5.</p> <p>Extensions: Students will be offered a choice between 4</p>	<p>Cambridge Global English Stage 7</p> <ul style="list-style-type: none"> • student book • workbook <p>iPad/tablet</p> <p>Apps</p> <ul style="list-style-type: none"> • Kahoot • Quizlet <p>e-Dictionary (if need be)</p> <p>Baidu (or other search engine- if need be)</p> <p>Long-term Planning Template 2- Cambridge Lower Secondary</p>

Curriculum Map Template Document

	<p><u>Listening</u></p> <p>With little or no support:</p> <p>Understand the main points in extended talk</p> <p>Recognise the opinion of the speaker(s) in extended talk</p> <p>Understand most of the implied meaning in extended talk</p> <p>Understand most specific information in extended talk</p> <p>Understand extended narratives</p> <p>Understand most of the detail of an argument in extended talk</p> <p>Deduce meaning from context in extended talk</p> <p><u>Speaking</u></p> <p>Use formal and informal registers in their talk</p> <p>Ask questions to clarify meaning</p> <p>Give an opinion, at discourse level</p> <p>Respond, with some flexibility, at both sentence and text level, to unexpected comments.</p> <p>Link comments, with some flexibility, to what others say at sentence and discourse level in</p>	<ul style="list-style-type: none"> • Interact <p>Apply</p> <ul style="list-style-type: none"> • Use <p><u>Writing</u></p> <p>Apply</p> <ul style="list-style-type: none"> • Punctuate • Use <p>Analyze</p> <ul style="list-style-type: none"> • Proofread <p>Create</p> <ul style="list-style-type: none"> • Brainstorm • Plan • Write <p><u>Use of English</u></p> <p>Remember</p> <ul style="list-style-type: none"> • Recognise • Spell <p>Apply</p> <ul style="list-style-type: none"> • Use 	<p>Understand</p> <ul style="list-style-type: none"> • Ask • Clarify • Give • Respond • Interact <p>Apply</p> <ul style="list-style-type: none"> • Use <p><u>Writing</u></p> <p>Apply</p> <ul style="list-style-type: none"> • Punctuate • Use <p>Analyze</p> <ul style="list-style-type: none"> • Edit • Proofread <p>Create</p> <ul style="list-style-type: none"> • Develop • Brainstorm • Plan • Draft • Compose • Write <p><u>Use of English</u></p> <p>Remember</p> <ul style="list-style-type: none"> • Recognise • Spell <p>Apply</p> <ul style="list-style-type: none"> • Use 	<p>students learned the content or for self assessment.</p> <p>Student book: peer check completed assignments</p> <p><u>Listening</u></p> <p>Whiteboards</p> <p>Thumbs up/thumbs down</p> <p>Entry/Exit Tickets: modified for listening only (no written support)</p> <p>Student book: peer check completed assignments</p> <p>Cold Calling</p> <p><u>Speaking</u></p> <p>Turn to a neighbor/ Think-pair-share</p> <p>Peer checking</p> <p>Plan a School Trip Rubrics to assess self & peers:</p> <ul style="list-style-type: none"> • poster (with itinerary) • presentation or video • PowerPoint (optional) <p>Cold Calling</p> <p><u>Writing</u></p> <p>Peer checking</p> <p><u>Use of English</u></p> <p>Peer checking</p> <p>Cold Calling</p>	<p>Group Presentation: Planning a School Trip (project)</p> <p><u>Writing</u></p> <p>Infinitive exercises in the workbook</p> <p>Draft of the presentation along with the schedule</p> <p>End of the unit test</p> <ul style="list-style-type: none"> • Written section <p><u>Use of English</u></p> <p>Present perfect exercises (p. 23) and future form exercises (p. 25) in the workbook</p> <p>End of the unit test</p> <ul style="list-style-type: none"> • Grammar section 	<p>extensions. 3 extensions will be generic and always on offer and the fourth will be unit specific.</p> <p>1- investigate a country that speaks English. Decide how your life would be the same and different if you had been brought up in that country.</p> <p>2- read several folk tales from China and other parts of the world. Make a Venn diagram to show similarities and differences between Chinese folktales and other folktales from other countries.</p> <p>3- . Create a crossword puzzle for the class using the vocabulary words from this unit.</p> <p>4- Investigate outdoor pursuits from a country in Africa and a country in South America. How are they similar to China? Different? Write a report.</p> <p>Remediation: First, students will be grouped by score (heterogeneously) and the groups will work together to complete the student book unit review (units 3-4). I will monitor how the groups are doing and offer assistance to those that are struggling.</p>	<p>Paper & markers to make a poster</p>
--	---	---	---	--	--	--	---

Curriculum Map Template Document

<p>pair, group and whole class exchanges</p> <p>Interact with peers to negotiate classroom tasks</p> <p>Use appropriate subject-specific vocabulary and syntax to talk</p> <p><u>Writing</u></p> <p>Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres</p> <p>Punctuate, with accuracy, a growing range of written work</p> <p>Brainstorm, plan, & draft written work at text level, with some support.</p> <p>Compose, edit and proofread written work at text level, with some support</p> <p>Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics</p> <p>Use, with some support, style and register appropriate to a limited range of written genres</p> <p><u>Use of English</u></p> <p>Begin to recognise typical features at word, sentence and text level</p>					<p>Second, for students who are still struggling and did poorly on the summative assessment and unit review, they will be regrouped homogeneously and will work together to complete a task (ex: worksheet). I will monitor how the groups are doing and offer assistance to those struggling. Students can retake the portion(s) of the summative assessment that they struggled with.</p> <p>Finally, for students who are still unable to demonstrate mastery will be provided one-on-one assistance (ex: during lunch time) to reteach concepts. This might be a lengthy process, so a plan will have to be made.</p>	
---	--	--	--	--	---	--

Curriculum Map Template Document

	<p>in a limited range of spoken genres</p> <p>Spell a growing range of high-frequency vocabulary accurately.</p> <p>Use gerund forms after a limited range of verbs and prepositions.</p> <p>Use a growing range of future forms, including present continuous and present simple with future meaning.</p>						
<p>Unit 5</p> <p>Transport Systems</p>	<p><u>Reading</u></p> <p>Read a limited range of extended non-fiction texts</p> <p>Understand the main points in texts</p> <p>Understand specific information in texts</p> <p>Recognise the attitude or opinion of the writer on extended texts</p> <p>Deduce meaning from context</p> <p><u>Listening</u></p> <p>With little or no support:</p> <p>Understand the main points in extended talk</p> <p>Recognise the opinion of the speaker(s) in extended talk</p> <p>Understand most specific information in extended talk</p> <p>Understand extended narratives</p>	<p><u>Reading</u></p> <p>Remember:</p> <ul style="list-style-type: none"> Read Recognise <p>Understand:</p> <ul style="list-style-type: none"> Understand <p><u>Listening</u></p> <p>Remember:</p> <ul style="list-style-type: none"> Recognise <p>Understand:</p> <ul style="list-style-type: none"> Understand <p><u>Speaking</u></p> <p>Understand</p> <ul style="list-style-type: none"> Ask Give Respond Interact <p>Apply</p> <ul style="list-style-type: none"> Use <p><u>Writing</u></p> <p>Apply</p> <ul style="list-style-type: none"> Punctuate Use <p>Analyze</p> <ul style="list-style-type: none"> Proofread <p>Create</p> <ul style="list-style-type: none"> Develop 	<p><u>Reading</u></p> <p>Remember:</p> <ul style="list-style-type: none"> Read Recognise <p>Understand:</p> <ul style="list-style-type: none"> Understand Deduce <p><u>Listening</u></p> <p>Remember:</p> <ul style="list-style-type: none"> Recognise <p>Understand:</p> <ul style="list-style-type: none"> Understand Deduce <p><u>Speaking</u></p> <p>Understand</p> <ul style="list-style-type: none"> Ask Clarify Give Respond Interact <p>Apply</p> <ul style="list-style-type: none"> Use <p><u>Writing</u></p> <p>Apply</p> <ul style="list-style-type: none"> Punctuate Use 	<p><u>Reading</u></p> <p>Whiteboards: can be done individually, in pairs, or in groups.</p> <p>Thumbs up/thumbs down</p> <p>Apps (Kahoot/Quizlet)</p> <p>Entry ticket: can be used for pre-assessment to see what students know about a topic or if anything from prior lesson needs to be re-taught.</p> <p>Exit ticket: can be used to see how well students learned the content or for self assessment.</p> <p>Student book: peer check completed assignments</p> <p><u>Listening</u></p> <p>Whiteboards</p> <p>Thumbs up/thumbs down</p>	<p><u>Reading</u></p> <p>Workbook page (p. 28/29)</p> <p>Weekly vocab test</p> <p><u>Listening</u></p> <p>Student book pages (p. 43, 44)</p> <p><u>Speaking</u></p> <p>Group Presentation: Designing a Product (project)</p> <ul style="list-style-type: none"> Powerpoint Use Excel to make a chart and/or graph Poster or computer design <p><u>Writing</u></p> <p>Past Simple Present exercises in the workbook</p> <p>Draft of the presentation, charts & graphs, mockup of product or poster</p> <ul style="list-style-type: none"> section <p><u>Use of English</u></p>	<p>Next Steps:</p> <p>After the group presentations are completed, students will progress to unit 6.</p> <p>Extensions:</p> <p>Students will be offered a choice between 4 extensions. 3 extensions will be generic and always on offer and the fourth will be unit specific.</p> <p>1- investigate a country that speaks English. Decide how your life would be the same and different if you had been brought up in that country.</p> <p>2- read several folk tales from China and other parts of the world. Make a Venn diagram to show similarities and differences between Chinese folktales and other folktales from other countries.</p> <p>3- . Create a crossword puzzle for the class</p>	<p>Cambridge Global English Stage 7</p> <ul style="list-style-type: none"> student book workbook <p>iPad/tablet</p> <p>Apps</p> <ul style="list-style-type: none"> Kahoot Quizlet <p>e-Dictionary (if need be)</p> <p>Baidu (or other search engine- if need be)</p> <p>Long-term Planning Template 2- Cambridge Lower Secondary</p> <p>Paper & markers to make a poster</p>

Curriculum Map Template Document

	<p>Understand most of the detail of an argument in extended talk</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Use formal and informal registers in their talk</p> <p>Ask questions to clarify meaning</p> <p>Give an opinion, at discourse level</p> <p>Respond, with some flexibility, at both sentence and text level, to unexpected comments.</p> <p>Interact with peers to negotiate classroom tasks</p> <p>Use appropriate subject-specific vocabulary and syntax to talk</p> <p style="text-align: center;"><u>Writing</u></p> <p>Punctuate, with accuracy, a growing range of written work</p> <p>Brainstorm, plan, & draft written work at text level, with some support.</p> <p>Compose, edit and proofread written work at text level, with some support</p> <p>Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics</p>	<ul style="list-style-type: none"> ● Brainstorm ● Plan ● Write <p style="text-align: center;"><u>Use of English</u></p> <p>Remember</p> <ul style="list-style-type: none"> ● Begin to recognise ● Spell <p>Apply</p> <ul style="list-style-type: none"> ● Use 	<p>Analyze</p> <ul style="list-style-type: none"> ● Edit ● Proofread <p>Create</p> <ul style="list-style-type: none"> ● Develop ● Brainstorm ● Plan ● Draft ● Compose ● Write <p style="text-align: center;"><u>Use of English</u></p> <p>Remember</p> <ul style="list-style-type: none"> ● Begin to recognise ● Spell <p>Apply</p> <ul style="list-style-type: none"> ● Use 	<p>Entry/Exit Tickets: modified for listening only (no written support)</p> <p>Student book: peer check completed assignments</p> <p>Cold Calling</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Turn to a neighbor/ Think-pair-share</p> <p>Peer checking</p> <p>Plan a School Trip Rubrics to assess self & peers:</p> <ul style="list-style-type: none"> ● poster (with itinerary) ● presentation or video ● PowerPoint (optional) <p>Cold Calling</p> <p style="text-align: center;"><u>Writing</u></p> <p>Peer checking</p> <p style="text-align: center;"><u>Use of English</u></p> <p>Peer checking</p> <p>Cold Calling</p>	<p>Past Simple Present exercises in the workbook</p>	<p>using the vocabulary words from this unit.</p> <p>4- Investigate transport systems from a country in Europe and a country in Africa. How are they similar to China? Different? Write a report.</p> <p>Remediation: For students who get less than 80% on the vocab test, will be grouped together and help one another with an assortment of tasks:</p> <ul style="list-style-type: none"> ● matching ● sentence creation ● crossword puzzle ● Quizlet <p>Students can retake the vocab test afterwards. If students continue to score less than 80%, they will be grouped by peers. If remediation is unsuccessful, students will be given one-on-one help.</p>	
--	---	---	---	--	--	---	--

Curriculum Map Template Document

<p>Use, with some support, style and register appropriate to a limited range of written genres</p> <p><u>Use of English</u> Begin to recognise typical features at word, sentence and text level in a limited range of spoken genres</p> <p>Spell a growing range of high-frequency vocabulary accurately.</p> <p>Use a range of active and passive simple past forms</p>							
<p><i>Add rows as needed.</i></p>							