

Content-Based ESL Curriculum Map

Grade Span: 6-8

Proficiency Level: 5

Month	Student Profiles/Learning Goals (from <i>Student Profiles</i> tools: Student Profiles connect to Student Learning Outcomes and reflect “big picture” student goals)	Student Learning Outcomes (from <i>WIDA Proficiency Level Descriptors</i>) Interpretive: Listening, Reading, Viewing Expressive: Speaking, Writing, Representing		Planned Assessments/ Student Work Products (measurements of student attainment of Learning Goals)	WIDA Standards & Targeted Vocabulary
September	<p>Students will learn about school norms and culture (i.e. raising hand; using locker; using district ESL website; following classroom rules, etc.)</p> <p>Students will learn to introduce themselves and share information about their cultures.</p> <p>Students will learn about the government of the United States and how immigrants have been an important part of US history.</p>	I	<p><i>-Rich descriptive discourse with complex sentences. - Words and expressions with shades of meaning across content areas</i></p>	<p>- “Introducing Myself” Presentation Rubric -Role-play with social language - Symbol Graphic Organizer Assignment using “United States Symbols” (<i>Avenues D</i> pg. 298) & <i>The Statue of Liberty</i> by Maxine Schur (<i>Avenues D</i> pg.300) -<i>A Picnic in October</i> by Eve Bunting (<i>Avenues D</i></p>	<p>Standard 1: Social and Instructional language: <i>hello, “My name is”, “excuse me,” please, thank you, locker, Internet ,homework</i></p> <p>Standard 2: The language of Language Arts: <i>characters, setting, genre, realistic fiction, true stories</i></p>
E	<p><i>-Multiple, complex sentences. -A variety of grammatical structures matched to purpose</i></p>				
	<p><i>-Technical and abstract content-area. -Cohesive and organized related ideas.</i></p>				

	<p>ELD 1 Narrate: Recount and restate ideas to sustain and move dialogue forward.</p> <p>ELD 1 Inform: summarize most important aspects of information</p> <p>ELD 1 Explain: generate and convey initial thinking</p>		<p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p> <p><i>-Words and expressions with shades of meaning across content areas.</i></p>	<p>pg. 302</p> <p>- Statue of Liberty Research Assignment (“Learn About a Symbol” pg. 333 Avenues D)</p> <p>- <i>The Mayor’s Song</i> by Shirleyann Costigan (Avenues D) pg. 16</p> <p>- <i>James Ale</i> by Daphne Liu (Avenues D) pg. 18</p>	<p>Standard 3: The language of Mathematics: <i>measurement, sort by attributes, numerals</i></p> <p>Standard 4: The language of Science: <i>objects, natural resources, diagram</i></p> <p>Standard 5: The language of Social Studies: <i>research, chart, American symbol, memorial, Monument, flag</i></p>
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<p>October</p>	<p>Students will be exposed to fall traditions (i.e. apple picking, pumpkin carving, Halloween, Autumn Festivals, Harvest Moon) Students will learn about popular legends/folktales associated with autumn (i.e. Johnny Appleseed, The Legend of Sleepy Hollow)</p> <p>Students will distinguish between fiction and nonfiction</p> <p>Students will study astronomy.</p> <p>ELD 1 Narrate: Recount and restate ideas to sustain and move dialogue forward.</p> <p>ELD 1 Inform: sort clarify and summarize relationships</p> <p>ELD 1 Explain: generate and convey initial thinking</p>	<p>I</p>	<p><i>-Cohesive and organized related ideas.</i></p> <p><i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses).</i></p> <p><i>-Words and expressions with shades of meaning across content areas.</i></p>	<p>- Johnny Appleseed reading</p> <p>-Legend of Sleepy Hollow reading</p> <p>-<i>Moonlight, Moon Bright</i>(Avenues D) p. 124</p> <p>moon phases - <i>Fox in the Moon</i> (Avenues D) p. 130</p> <p>-<i>The Moon</i> (Avenues D) p. 158</p> <p>-Venn Diagram assignment (Fiction v. Nonfiction)</p> <p>-Word Wall related to fall traditions -</p> <p>Journal activity</p> <p>-True/False quiz - “Multiply Weights” – moon weight v. earth weight (Avenues D) p. 172</p>	<p>Standard 1: Social and Instructional language: <i>directions, true/false, read, genre, goal, outcome, events, compare, different, same, section headings, captions, diagrams</i></p>
		<p>E</p>	<p><i>-A variety of grammatical structures matched to purpose.</i></p> <p><i>-Organized, cohesive and coherent expression of ideas.</i></p>		<p>Standard 2: The language of Language Arts: <i>nonfiction, fiction, folktale, summary, characters, setting</i></p>
			<p><i>-A broad range of sentence patterns characteristic of particular content areas. -</i></p> <p><i>Technical and abstract content-area language, including content-specific collocations.</i></p>		<p>Standard 3: The language of Mathematics: <i>combine, multiply</i></p> <p>Standard 4: The language of Science: <i>research, star patterns, phases of moon, solar system, fact, surface,</i></p>

			<p><i>-Organized, cohesive, and coherent expression of ideas.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>	<p>-“Internet- Research Solar System” pg. 153</p> <p>-Journal Summary Assignment (<i>Avenues D</i>) pg. 154 &155 -“Goal & Outcome” (<i>Avenues D</i>) p. 150</p> <p>-Social Studies Comparison Chart (<i>Avenues D</i>) pg. 152 - Venn Diagram assignment (Compare folktale from home to an American tale)</p> <p>-Create a fall story</p>	<p><i>crater, temperature, weight, gravity, force</i></p> <p>Standard 5: The language of Social Studies: <i>mountains, hills, cultures, geography, traditions</i></p>
November	<ul style="list-style-type: none"> <i>Students will learn about food celebrations and traditions (i.e. going to a restaurant, preparing for a Thanksgiving meal,</i> 	I	<p><i>-Words and expressions with shades of meaning across content areas. - Cohesive and organized related ideas.</i></p>	<p><i>-The Ugly Vegetables (Avenues D) p. 70</i></p> <p><i>-How to Make Ugly Vegetable Soup (Avenues D) pg. 92</i></p>	<p>Standard 1: Social and Instructional language: <i>make, results, share, talk, cost, explain, write, “Please</i></p>

	<p><i>following a recipe).</i></p> <ul style="list-style-type: none"> • <i>Students will learn about reality v. fantasy.</i> • <i>Students will learn about the history of Thanksgiving (i.e. Mayflower, pilgrims, Mayflower Compact, etc.)</i> <p>ELD 1 Narrate: connect stories with images and representations to add meaning.</p> <p>ELD 1 Inform: summarize most important aspects of information</p> <p>ELD 1 Argue: support or challenge an opinion, premise or interpretation</p>	<p>E</p>	<p><i>-Multiple, complex sentences.</i></p> <p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p> <hr/> <p><i>-Rich descriptive discourse with complex sentences. - Compound, complex grammatical constructions (e.g. multiple phrases and clauses).</i></p> <p><i>-A broad range of sentence patterns characteristic of particular content areas.</i></p>	<p>-Recipe Assignment (i.e. apple pie, pumpkin pie)</p> <p>-“Write a Recipe” (Avenues D) pg. 99 -</p> <p>“Make a Class Graph” (Avenues D) pg. 99 -</p> <p>historical excerpt assignment about the history of Thanksgiving -</p> <p>restaurant role play &</p> <p>“Calculate the Cost”</p> <p>-Math Activity “Price Computation” –</p> <p>order/tax/tip</p> <p>-Rosa Maria’s Mice & Beans (Avenues D) p.g. 368</p> <p>-journal activity</p>	<p><i>pass,” “toast”</i></p> <p>Standard 2: The language of Language Arts: <i>reality, fantasy, personal narrative,</i></p> <p>Standard 3: The language of Mathematics: <i>graph, price, percentage, tip, cost, calculate, half, measurement</i></p> <p>Standard 4: The language of Science: <i>heat, boil, simmer</i></p> <p>Standard 5: The language of Social Studies: <i>Mayflower, Plimoth Plantation, government, religion</i></p>
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			<p><i>-A broad range of sentence patterns characteristic of particular content areas. - Organized, cohesive, and coherent expression of ideas.</i></p>		
December	<ul style="list-style-type: none"> <i>Students will learn about winter and holiday traditions associated with this season.</i> <i>Students will learn about winter weather patterns and seasons.</i> <i>Students will learn about snow day cancelation policy.</i> 	<p>I</p>	<p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p> <p><i>-Cohesive and organized related ideas.</i></p>	<p>-“What Causes Weather?” (Avenues D) pg. 181</p> <p>-Gluskabe & Old Man Winter (Avenues D) pg. 184 -“Strategy: Problem/Solution” (Avenues D)pg. 206</p> <p>-“Making Inferences” (Avenues D) pg.210</p> <p>- Patricia Pollaco holiday</p>	<p>Standard 1: Social and Instructional language: <i>cancellation, radio, television, website, 2 hour delay, snowday</i></p> <p>Standard 2: The language of Language Arts: <i>dialogue, play, inference, narrator, script, problem,</i></p>
		<p>E</p>	<p><i>-Multiple, complex sentences.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>		

	<p>ELD 1 Narrate: connect stories with images and representations to add meaning.</p> <p>ELD 1 Inform: summarize most important aspects of information</p> <p>ELD 1 Explain: generate and convey initial thinking</p>		<p><i>-Rich descriptive discourse with complex sentences. - Compound, complex, grammatical constructions (e.g. multiple phrases and clauses)</i></p>	<p>story (Christmas/Hanuka)</p> <ul style="list-style-type: none"> - A Christmas Carol - Charles Dickens & comprehension ?s - excerpt about Jack Frost <p>-Readers’ Theater rubric - Write 3 paragraphs of dialogue</p> <p>-Journal Activity - “Meteorology Chart Assignment” (Avenues D) pg. 234 – (temperature/weather patterns, or snowfall accumulation chart) - Study of seasonal songs/carols & “Create a winter song” activity</p>	<p><i>event, solution, scene, retell</i></p> <p>Standard 3: The language of Mathematics: <i>accumulation, record, line graph</i></p> <p>Standard 4: The language of Science: <i>predict, weather, meteorology, blizzard, cold front, seasons</i></p> <p>Standard 5: The language of Social Studies: <i>religious, secular, climate, language, customs</i></p>
<p>January</p>	<ul style="list-style-type: none"> • <i>The students will study about goal setting & resolutions (making positive life changes).</i> 	<p>I</p>	<p><i>-A broad range of sentence patterns characteristic of particular content areas. - Words and expressions with shades of meaning across content areas.</i></p>	<p>-Sky Tree (Avenues D) pg. 214 & journal writing assignment aligned with illustrations</p> <p>-TEAM HOYT – CAN</p>	<p>Standard 1: Social and Instructional language: <i>read, respond, classify, “Happy New Year”, resolution, painting,</i></p>

<p>ELD 1 Narrate: create closure, recap and offer next steps.</p> <p>ELD 1 Inform: report on explicit and inferred characteristics, patterns or behavior</p> <p>ELD 1 Explain: generate and convey initial thinking</p>	<p>E</p>	<p><i>-Words and expressions with shades of meaning across content areas. -A variety of grammatical structures matched to purpose.</i></p>	<p>video & assignment - <i>One Letter at a Time</i> by Rick Hoyt – excerpt & assignment</p> <p>-Bucket List (long term goal) Activity - Boston Marathon historical reading & assignment</p> <p>-Boston Marathon race route calculation assignment</p> <p>-Boston Marathon race time comparison assignment</p> <p>-Research Activity- Computer Technology – Helping Disabilities</p> <p>-<i>My Left Foot</i>- Kristy Brown video and reading excerpt/assignment</p>	<p><i>caption, illustrations, “capture the feeling”, visuals</i></p> <p>Standard 2: The language of Language Arts: <i>essay, form, theme</i></p> <p>Standard 3: The language of Mathematics: <i>miles per hour, mileage</i></p> <p>Standard 4: The language of Science: <i>computer technology, disability, distance, velocity, stamina</i></p> <p>Standard 5: The language of Social Studies: <i>Boston Marathon, location, landmarks, map, city, national, local, community</i></p>
		<p><i>-Rich descriptive discourse with complex sentences. - Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i></p> <p><i>-A broad range of sentence patterns characteristic of particular content areas. - Technical and abstract content-area language, including content specific collocations.</i></p>		

			<p><i>-A broad range of sentence patterns characteristic of particular content areas. - Organized, cohesive, and coherent expression of ideas.</i></p>		
<p>February</p>	<ul style="list-style-type: none"> <i>Students will learn about poetry.</i> <i>Students will learn about traditions associated with Valentine’s Day and Ground Hog’s Day.</i> <i>Students will study the economics associated with Valentine’s Day in the USA.</i> <i>Students will learn about heart health.</i> <p>ELD 1 Narrate: Share ideas about one’s own and others’ lived experiences and previous learning.</p> <p>ELD 1 Inform: report on explicit and inferred characteristics, patterns and behavior.</p> <p>ELD 1 Argue: generate questions about different perspectives.</p>	<p>I</p>	<p><i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i></p> <p><i>-Cohesive and organized related ideas.</i></p> <p><i>-Rich descriptive discourse with complex sentences</i></p>	<p><i>-The Gift of Words (Avenues D) pg. 462 - “What’s your Favorite Poem?” (Avenues D) pg. 479</i></p> <p><i>-“Write a Poem” (Avenues D) pg. 479</i></p> <p><i>-Valentine’s Day Greeting Card examples -“Make your own Valentine” activity, using symbols of Valentine’s day (i.e. heart, flowers,</i></p>	<p>Standard 1: Social and Instructional language: <i>symbol, budget,</i></p> <p>Standard 2: The language of Language Arts: <i>poem, stanzas, rhythm, rhyme, collection,</i></p> <p>Standard 3: The language of Mathematics: <i>calculate, price, cost</i></p>
		<p>E</p>	<p><i>-Technical and abstract content-area language, including content-specific collocations. - Multiple, complex sentences.</i></p>		

			<p><i>-Words and expressions with shades of meaning across content areas. -A broad range of sentence patterns characteristic of particular content-area</i></p>	<p>cupid) -Economy of Valentine’s Day Activity (using store fliers to compare products/prices, etc.) - Create a flyer advertising Valentine’s Day specials - Article on heart health & activity</p>	<p>Standard 4: The language of Science: beats per minute, heart, internal organs, blood pressure, cholesterol, artery, blood</p> <p>Standard 5: The language of Social Studies: economics, supply/demand, profit, price, value, advertisement, consumer, producer, inflation</p>
			<p><i>-Organized, cohesive, and coherent expression of ideas. -A broad range of sentence patterns characteristic of particular content areas.</i></p>		

March	<ul style="list-style-type: none"> • <i>Students will study botany – how plants grow.</i> • <i>Students will learn about traditions associated with March (i.e. St. Patrick’s Day, “In Like a Lion, Out Like a Lamb”)</i> <p>ELD 1 Narrate: Recount and restate ideas to sustain and move dialogue forward.</p> <p>ELD 1 Inform: summarize most important aspects of information</p> <p>ELD 1 Explain: generate and convey initial thinking</p>	I	<i>-Rich descriptive discourse with complex sentences. -A broad range of sentence patterns characteristic of particular content areas.</i>	<p>-“How a Plant Grows” (Avenues D) pg. 104 & comprehension ?s - “Life Cycle of a Plant” sequence chart - Planting –Hands-on activity (documented in writing)</p> <p>-Caring for a plant checklist</p> <p>-Comparing different types of plants – activity</p> <p>-“Strategy: Identifying Supporting Details (Avenues D) pg. 116</p> <p>-“Write to Give Information” (Avenues D) pg.119 – “What’s your favorite plant?”</p> <p>-“Make a Product Map” (Avenues D) pg. 118</p>	<p>Standard 1: Social and Instructional language: <i>section headings, diagrams, captions, sequence, label</i></p> <p>Standard 2: The language of Language Arts: <i>supporting details, details, opinion</i></p> <p>Standard 3: The language of Mathematics: <i>measure, inch, centimeter</i></p> <p>Standard 4: The language of Science: <i>botany, annuals, perennials, fertilizer, roots, seed, sprout, petal, soil, water, garden, life cycle, mineral, soil</i></p> <p>Standard 5: The language of Social Studies: <i>product map, city, connections</i></p>
		E	<i>-Words and expressions with shades of meaning across content areas. -A variety of grammatical structures matched to purpose.</i>		
			<i>-Technical and abstract content-area language, including content-specific collocations. -Compound, complex grammatical constructions (e.g. multiple phrase and clauses)</i>		

			<p><i>-Multiple, complex sentences.</i></p> <p><i>-Words and expressions with shades of meaning across content areas.</i></p>		
April	<ul style="list-style-type: none"> <i>Students will learn about nutrition and healthy choices.</i> <i>Students will learn how to create commercials that persuade others.</i> <p>ELD 1 Narrate: Recount and restate ideas to sustain and move dialogue forward.</p> <p>ELD 1 Inform: summarize most important aspects of information</p>	<p>I</p>	<p><i>-Cohesive and organized related ideas.</i></p> <p><i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i></p>	<p><i>Ask Dr. Rinosa (Avenues D) pg. 404</i></p> <p><i>Good Enough to Eat (Avenues D) pg. 406 - Spark excerpt – importance of exercise -</i></p> <p><i>Analysis of Nutrition Labels Assignment - Commercial Design project (persuade audience to buy healthy product)</i></p>	<p>Standard 1: Social and Instructional language: <i>persuade, design, commercial, brainstorm, analyze</i></p> <p>Standard 2: The language of Language Arts: <i>paraphrase, persuasive language, letter format (“Dear Dr.”)</i></p>
		<p>E</p>	<p><i>-A broad range of sentence patterns characteristic of particular content areas. - Organized, cohesive, and coherent expression of ideas.</i></p>		

	ELD 1 Explain: generate and convey initial thinking				
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			<p><i>-Words and expressions with shades of meaning across content areas.</i></p> <p><i>-Multiple, complex sentences.</i></p> <p><i>-Organized, cohesive, and coherent expression of ideas.</i></p> <p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p>		<p>Standard 3: The language of Mathematics: <i>compute, calculate, cost, add, total</i></p> <p>Standard 4: The language of Science: <i>digestion, absorb, nutrients, fat, calorie, metabolism, vitamins, healthy</i></p> <p>Standard 5: The language of Social Studies: <i>food economics, trends</i></p>
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May	<ul style="list-style-type: none"> <i>Students will explore various recreational activities related to sports and hobbies.</i> 	I	<p><i>-Rich descriptive discourse with complex sentences. - Technical and abstract content-area language, including content-specific collocations</i></p>	<p>-article about a sport/sporting event & activity</p> <p>- Research Checklist & activity (including</p>	<p>Standard 1: Social and Instructional language: <i>biography, oral presentation, independent, research, technology,</i></p>
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	<ul style="list-style-type: none"> • <i>Students will read a short biography.</i> • <i>Students will conduct independent research and create a short oral presentation.</i> <p>ELD 1 Narrate: Recount and restate ideas to sustain and move dialogue forward.</p> <p>ELD 1 Inform: summarize most important aspects of information</p> <p>ELD 1 Explain: generate and convey initial thinking</p>	E	<p><i>-Organized, cohesive, and coherent expression of ideas.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>	<p>technology) - Short biography assignment (i.e. famous athlete) & oral presentation - "Take a Stand"</p>	<p><i>hobby, team, athlete, competition</i></p> <p>Standard 2: The language of Language Arts: <i>thesis, plagiarism, sources, outline, note-taking, proofread, edit</i></p>
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			<p><i>-Words and expressions with shades of meaning across content areas. - Technical and abstract content-area language, including content-specific collocations.</i></p>	<p>assignment related to hobbies (i.e. the Pros & Cons of video games)</p>	<p>Standard 3: The language of Mathematics: <i>compute, deduce, calculate</i></p> <p>Standard 4: The language of Science: <i>athleticism, technological advancements</i></p> <p>Standard 5: The language of Social Studies: <i>origins,</i></p>
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			<p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>		<p><i>traditions, culture, country, history, record</i></p>
June	<ul style="list-style-type: none"> <i>Students will learn about different immigrant experiences.</i> <i>Students will learn about different countries and traditions (i.e. geographical features, government styles, religions)</i> <i>Students will learn how to conduct an interview.</i> 	<p>I</p>	<p><i>-Cohesive and organized related ideas.</i></p> <p><i>- Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i></p>	<p><i>-Respectfully Yours, Eve Bunting (Avenues D) pg. 338</i></p> <p><i>-“Tell Me About Yourself” (Avenues D) pg. 336 –reflection & interview assignment - Country of Origin Poster Assignment</i></p>	<p>Standard 1: Social and Instructional language: <i>interview, question, answer, cause, effect, autobiography</i></p> <p>Standard 2: The language of LanguageArts: <i>connects, relatives, experience, homesick, origin, 1st person, narrative</i></p>
		<p>E</p>	<p><i>-Multiple, complex sentences.</i></p> <p><i>-Organized, cohesive, and coherent expression of ideas.</i></p>		

	<p>ELD 1 Narrate: Recount and restate ideas to sustain and move dialogue forward.</p> <p>ELD 1 Inform: summarize most important aspects of information</p> <p>ELD 1 Explain: generate and convey initial thinking</p>		<p><i>-A broad range of sentence patterns characteristic of particular content areas. - Technical and abstract content-area language, including content-specific collocations.</i></p>		<p>Standard 3: The language of Mathematics: <i>bar graph, graph (v)</i></p> <p>Standard 4: The language of Science: <i>digestion, absorb, nutrients, fat</i></p> <p>Standard 5: The language of Social Studies: <i>immigrant, photograph, historic photo</i></p>
			<p><i>-A broad range of sentence patterns characteristic of particular content areas. - Technical and abstract content-area language, including content-specific collocations.</i></p>		