

## Content-Based ESL Curriculum Map

Grade Span: 6-8

Proficiency Level: 2

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>ELD 1 S1 Narrate: Students will share ideas about one’s own and others’ lived experiences and previous learning</p> <p>ELD 1 S1 Inform: Students will learn to introduce themselves.</p> <p>ELD 1 S5 Explain: Students will learn about the government of the United States and explain how immigrants have been an important part of US history.</p>	I	<p><i>-Everyday social and instructional words and expressions\</i></p> <p><i>-Common social and instructional forms and patterns</i></p> <p><i>-understand general content related words.</i></p>	<p>- “Introducing Myself” Presentation Rubric -Role-play with social language</p> <p>- Symbol Graphic Organizer Assignment using “United States Symbols” (<i>Avenues D</i> pg. 298) &amp; <i>The Statue of Liberty</i> by Maxine Schur (<i>Avenues D</i> pg.300)</p> <p>-<i>A Picnic in October</i> by Eve Bunting (<i>Avenues D</i> pg. 302: JIGSAW reading assignment</p> <p>- Statue of Liberty Research Assignment (“Learn About a Symbol” pg. 333 <i>Avenues D</i>) <i>JOURNAL</i> assignment</p>	<p><b>Standard 1: Social and Instructional language:</b> <i>hello, “My name is, ”excuse me”, please, “thank you”, locker, Internet, homework, draw, write, name, label</i></p> <p><b>Standard 2: The language of Language Arts:</b> <i>characters, setting</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>count, add, subtract</i></p> <p><b>Standard 4: The language of Science:</b> <i>objects, natural resources</i></p> <p><b>Standard 5: The language of Social Studies:</b> <i>history,</i></p>
		E	<p><i>-use “yes” and “no” to answer questions.</i></p> <p><i>-point to instructional words</i></p> <p><i>-match words to pictures</i></p> <p><i>-draw pictures and label to demonstrate understanding of content.</i></p>		

					<i>research, chart, American symbol, memorial, monument, flag</i>
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<b>October</b>	<p>Students will be exposed to fall traditions Students will learn about popular legends/folktales associated with autumn Students will distinguish between fiction and nonfiction. Students will learn about astronomy.</p> <p>ELD S1 Narrate: Connect stories with images.</p> <p>ELD S1 Inform: Students will define and classify facts and interpretations.</p> <p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps</p>	<b>I</b>	<p><i>-understand simple phrases and short sentences.</i> <i>-understand short questions.</i> <i>-identify characters in a story.</i> <i>-understand everyday social and instructional words and expressions</i> <i>-understand content related words.</i> <i>-understand and use prepositional phrases.</i></p>	<p>-Legend of Sleepy Hollow readers theater -The Tell Tale Heart - graphic novel -<i>Moonlight, Moon Bright(Avenues D)</i> p. 124 moon phases - <i>Fox in the Moon (Avenues D)</i> p. 130 -<i>The Moon (Avenues D)</i> p. 158 -Venn Diagram assignment (Fiction v. Nonfiction) -Word Wall related to fall traditions -Journal activity -“Multiply Weights” – moon weight v. earth</p>	<p><b>Standard 1: Social and Instructional language:</b> <i>directions, true/false, read, compare, different, same</i></p> <p><b>Standard 2: The language of Language Arts:</b> <i>nonfiction, fiction, story, folktale, summary, characters, setting, legend</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>weight, calculate, multiply</i></p> <p><b>Standard 4: The language of Science:</b> <i>research, star patterns, phases of moon, solar system, fact</i></p>
		<b>E</b>	<p><i>-use content words to answer questions.</i> <i>-identify synonyms and antonyms</i> <i>-use adjectives to describe nouns.</i> <i>-complete sentence starters</i></p>		

				weight ( <i>Avenues D</i> ) p. 172 -“Internet- Research Solar System” pg. 153 -Journal Summary	<b>Standard 5: The language of Social Studies:</b> place, culture
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				Assignment ( <i>Avenues D</i> ) pg. 154 &155 -Social Studies Comparison Chart ( <i>Avenues D</i> ) pg. 152	
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<b>November</b>	Students will learn about food celebrations and traditions (i.e. going to a restaurant, preparing for a Thanksgiving meal, following a recipe).	<b>I</b>	<i>-understand compound sentences and connections in a paragraph.</i> <i>-identify characters in a story and some character traits,</i>	<i>-The Ugly Vegetables (Avenues D) p. 70</i> <i>-How to Make Ugly Vegetable Soup (Avenues D) pg. 92</i>	<b>Standard 1: Social and Instructional language:</b> <i>make, results, share, talk,</i>
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	<p>Students will learn about reality v. fantasy. Students will compare traditions.</p> <p>ELD 1 S1 Narrate: Students will share ideas about one’s own and others’ lived experiences and previous learning</p> <p>ELD S1 Argue: Students will generate questions about different perspectives.</p>		<p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p> <p><i>-understand and use prepositional phrases.</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p>	<p>-“Write a Recipe” (Avenues D) pg. 99 -</p> <p>“Make a Class Graph” (Avenues D) pg. 99 w/</p>	<p><i>cost, explain, write, “Please pass,” “toast”</i></p> <p><b>Standard 2: The language of Language Arts:</b> <i>real,</i></p>
		<b>E</b>	<p><i>-use content words to answer questions.</i></p> <p><i>-identify synonyms and antonyms</i></p> <p><i>-use adjectives to describe nouns.</i></p> <p><i>-complete sentence starters</i></p>		

				<p>teacher modeling - historical excerpt assignment about the history of Thanksgiving and assignment</p> <p>-restaurant role play &amp; “Calculate the Cost”</p> <p>-Math Activity “Price Computation” – order/tax/tip</p> <p><i>-Rosa Maria’s Mice &amp; Beans (Avenues D) pg. 368 – Reality/Fiction comparison assignment</i></p> <p>-journal activity</p>	<p><i>reality, fantasy</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>graph, price, percent, tip, cost</i></p> <p><b>Standard 4: The language of Science:</b> <i>heat, boil, simmer</i></p> <p><b>Standard 5: The language of Social Studies:</b> <i>Mayflower, Plimoth Plantation</i></p>
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<b>December</b>	<p>Students will learn about winter and holiday traditions associated with this season.</p> <p>Students will learn about winter weather patterns and seasons.</p> <p>Students will learn about snow day cancelation policy.</p> <p><i>ELD S1 Inform: define and classify facts and interpretations.</i></p>	<b>I</b>	<p><i>-understand compound sentences and connections in a paragraph.</i></p> <p><i>-identify characters in a story and some character traits,</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p>	<p>-“What Causes Weather?” (Avenues D) pg. 181</p> <p>-Gluskabe &amp; Old Man Winter (Avenues D) pg. 184 -“Strategy: Problem/Solution” (Avenues D) pg. 206</p> <p>-“Making Inferences” (Avenues D) pg.210 - Readers’ Theater rubric</p>	<p><b>Standard 1: Social and Instructional language:</b>  <i>cancellation, radio, television, website, 2 hour delay, snow day, bus</i></p> <p><b>Standard 2: The language of Language Arts:</b></p>

	<p><i>ELD S1 Explain: compare changing variables, factors and circumstances.</i></p>		<p><i>-understand and use prepositional phrases. -understand everyday social and instructional words and expressions -understand content related words.</i></p>	<p>-Journal Activity</p>	<p><i>inference, narrator, script, play, problem, event, solution, scene</i></p>
		<p><b>E</b></p>	<p><i>.-use content words to answer questions. -identify synonyms and antonyms -use adjectives to describe nouns. -complete sentence starters</i></p>		

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				<p>-“Meteorology Chart Assignment” (<i>Avenues D</i>) pg. 234 –          (temperature/weather patterns, or snowfall accumulation chart) -          Study of seasonal songs/carols &amp; activity</p>	<p><b>Standard 3: The language of Mathematics:</b>  <i>accumulation, record</i></p> <p><b>Standard 4: The language of Science:</b> predict, weather, meteorology, blizzard, cold front, seasons</p> <p><b>Standard 5: The language of Social Studies:</b> <i>religious, tradition</i></p>
<p><b>January</b></p>	<ul style="list-style-type: none"> <li><i>The students will study about goal setting &amp; resolutions (making positive life changes).</i></li> </ul> <p>ELD S1 Narrate: Connect stories with images.</p> <p>ELD S1 Inform: Students will define and classify facts and interpretations.</p> <p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps</p>	<p><b>I</b></p>	<p><i>-understand compound sentences and connections in a paragraph.</i></p> <p><i>-identify characters in a story and some character traits,</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p> <p><i>-understand and use prepositional phrases.</i></p>	<p>-<i>Sky Tree (Avenues D)</i> pg. 214 &amp; journal writing assignment aligned with illustrations</p> <p>-TEAM HOYT – CAN video &amp; assignment - <i>One Letter at a Time</i> by Rick Hoyt – excerpt &amp;</p>	<p><b>Standard 1: Social and Instructional language:</b>          Complete, <i>read, respond, classify, “Happy New Year”, resolution, painting</i></p> <p><b>Standard 2: The language</b></p>



			<p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p>		
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		<b>E</b>	<p><i>-use content words to answer questions.</i></p> <p><i>-identify synonyms and antonyms</i></p> <p><i>-use adjectives to describe nouns.</i></p> <p><i>-complete sentence starters</i></p> <p><i>-identify the parts of a sentence</i></p>	<p>assignment</p> <p>-Bucket List (long term goal) Activity - Boston Marathon historical reading &amp; assignment</p> <p>-Boston Marathon race route calculation assignment</p> <p>-Boston Marathon race time comparison assignment</p>	<p><b>of Language Arts:</b> <i>long term, short term, goal, autobiography, illustrations</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>miles per hour</i></p> <p><b>Standard 4: The language of Science:</b> <i>computer technology, disability</i></p> <p><b>Standard 5: The language of Social Studies:</b> <i>Boston Marathon, route</i></p>

<b>February</b>	<ul style="list-style-type: none"> <li>• <i>Students will learn about poetry.</i></li> <li>• <i>Students will learn about traditions associated with Valentine’s Day and Ground Hog’s Day.</i></li> <li>• <i>Students will study the economics associated with Valentine’s Day in the USA.</i></li> <li>• <i>Students will learn about heart health.</i></li> </ul> <p>ELD S1 Narrate: Connect stories with images.</p> <p>ELD S1 Inform: Students will define and classify facts and interpretations.</p>	<b>I</b>	<ul style="list-style-type: none"> <li>-<i>understand compound sentences and connections in a paragraph.</i></li> <li>-<i>identify characters in a story and some character traits,</i></li> <li>-<i>understand everyday social and instructional words and expressions</i></li> <li>-<i>understand content related words.</i></li> <li>-<i>understand and use prepositional phrases.</i></li> <li>-<i>understand everyday social and instructional words and expressions</i></li> <li>-<i>understand content related words.</i></li> </ul>	<p>-<i>The Gift of Words (Avenues D) pg. 462</i> - “What’s your Favorite Poem?” “ (Avenues D) pg. 479</p> <p>-Valentine’s Day Greeting Card examples</p> <p>-“Make your own Valentine” activity, using symbols of Valentine’s day (i.e. heart, flowers,</p>	<p><b>Standard 1: Social and Instructional language:</b> <i>symbol, budget</i></p> <p><b>Standard 2: The language of Language Arts:</b> <i>poem, rhythm, rhyme</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>calculate, price, cost</i></p>

	<p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps</p>	<p><b>E</b></p>	<p><i>-use content words to answer questions.</i>  <i>-identify synonyms and antonyms</i>  <i>-use adjectives to describe nouns.</i>  <i>-complete sentence starters</i>  <i>-identify the parts of a sentence</i></p>		
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				<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 &amp; activity          - Journal assignment</p>	<p><b>Standard 4: The language of Science:</b> <i>beats per minute, heart, internal organs, external organs, blood pressure, cholesterol, artery, blood</i></p> <p><b>Standard 5: The language of Social Studies:</b> <i>economics, supply/demand, profit, price, advertisement, consumer, producer, inflation</i></p>
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<p><b>March</b></p>	<p><i>Students will study botany – how plants grow. Students will learn about traditions associated with March (i.e. St. Patrick’s Day, “In Like a Lion, Out Like a Lamb”)</i></p> <p>ELD S1 Narrate: Connect stories with images.</p> <p>ELD S1 Inform: Students will define and classify facts and interpretations.</p>	<p><b>I</b></p>	<p><i>-understand compound sentences and connections in a paragraph.</i></p> <p><i>-identify characters in a story and some character traits,</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p> <p><i>-understand and use prepositional phrases.</i></p>	<p>-“How a Plant Grows” (Avenues D) pg. 104 &amp; comprehension ?s (cooperative group assignment)</p> <p>-“Life Cycle of a Plant” sequence chart - Planting ~ hands-on activity (documented in writing, using Graphic Organizer)</p>	<p><b>Standard 1: Social and Instructional language:</b> <i>section headings, diagrams, captions</i></p> <p><b>Standard 2: The language of Language Arts:</b> <i>details</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>sequence, divide, fraction</i></p>
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	<p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps</p>		<p><i>-understand everyday social and instructional words and expressions</i>  <i>-understand content related words.</i></p>	<p>-Caring for a plant checklist          -Comparing different types of plants activity          -“Strategy: Identifying Supporting Details (Avenues D) pg. 116          -“Write to Give Information” (Avenues D) pg.119 – “What’s your favorite plant?”          -“Make a Product Map” (Avenues D) pg. 118</p>	<p><b>Standard 4: The language of Science:</b> <i>botany, annuals, perennials, fertilizer, roots, seed, sprout, petal, soil, water, garden</i></p> <p><b>Standard 5: The language of Social Studies:</b> products, map, location</p>
		<p><b>E</b></p>	<p><i>. -use content words to answer questions.</i>  <i>-identify synonyms and antonyms</i>  <i>-use adjectives to describe nouns.</i>  <i>-complete sentence starters</i>  <i>-identify the parts of a sentence</i>  <i>-create WH- questions about new content</i></p>		

<b>April</b>	<p><i>Students will learn about nutrition and healthy choices.</i></p> <p><i>Students will learn how to create commercials that pELD</i></p> <p>S1 Narrate: Connect stories with images.</p>	<b>I</b>	<p><i>-understand compound sentences and connections in a paragraph.</i></p> <p><i>-identify characters in a story and some character traits,</i></p>	<p><i>-Ask Dr. Rinosa (Avenues D) pg. 404</i></p> <p><i>-Good Enough to Eat (Avenues D) pg. 406</i></p> <p>-Analysis of Nutrition Labels Assignment</p>	<p><b>Standard 1: Social and Instructional language:</b></p> <p><i>commercial, create, collaborate, compare</i></p>

	<p>ELD S1 Inform: Students will define and classify facts and interpretations.</p> <p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps <i>persuade others</i>.</p>	<p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p> <p><i>-understand and use prepositional phrases.</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p>		
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		<p><b>E</b></p> <p><i>-use content words to answer questions.</i></p> <p><i>-identify synonyms and antonyms</i></p> <p><i>-use adjectives to describe nouns.</i></p> <p><i>-complete sentence starters</i></p> <p><i>-identify the parts of a sentence</i></p> <p><i>-create WH- questions about new content</i></p>		<p><b>Standard 2: The language of Language Arts:</b> <i>persuade, persuasive language</i></p> <p><b>Standard 3: The language of Mathematics:</b> compute, solve, equal</p> <p><b>Standard 4: The language of Science:</b> <i>digestion, absorb, nutrients, fat, calorie, metabolism, vitamins</i></p> <p><b>Standard 5: The language of Social Studies:</b> community, population</p>
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<b>May</b>	<ul style="list-style-type: none"> <li>• <i>Students will explore various recreational activities related to sports and hobbies.</i></li> <li>• <i>Students will read a short</i></li> </ul>	<b>I</b>	<ul style="list-style-type: none"> <li>-<i>understand compound sentences and connections in a paragraph.</i></li> <li>-<i>identify characters in a story and some character traits,</i></li> <li>-<i>understand everyday social and instructional words and expressions</i></li> <li>-<i>understand content related words.</i></li> <li>-<i>understand and use prepositional phrases.</i></li> <li>-<i>understand everyday social and instructional words and expressions</i></li> <li>-<i>understand content related words.</i></li> </ul>	- Short biography assignment (i.e. famous athlete) & oral presentation	<b>Standard 1: Social and Instructional language:</b> <i>oral presentation, independent, technology, hobby, team, athlete,</i>



	<p><i>biography.</i></p> <ul style="list-style-type: none"> <li><i>Students will conduct independent research and create a short oral presentation.</i></li> </ul> <p>S1 Narrate: Connect stories with images.</p> <p>ELD S1 Inform: Students will define and classify facts and interpretations.</p> <p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps <i>persuade others.</i></p>	<b>E</b>	<p><i>-use content words to answer questions.</i></p> <p><i>-identify synonyms and antonyms</i></p> <p><i>-use adjectives to describe nouns.</i></p> <p><i>-complete sentence starters</i></p> <p><i>-identify the parts of a sentence</i></p> <p><i>-create WH- questions about new content</i></p>	<p>-- Research Checklist &amp; activity (including technology)</p>	<p><i>competition</i></p> <p><b>Standard 2: The language of Language Arts:</b> <i>thesis, biography, plagiarism, sources, outline, notetaking, proofread, edit</i></p> <p><b>Standard 3: The language of Mathematics:</b> check, tally</p> <p><b>Standard 4: The language of Science:</b> physical activity, fitness</p> <p><b>Standard 5: The language of Social Studies:</b> country, nation, population, climate</p>

<b>June</b>	<ul style="list-style-type: none"> <li>• <i>Students will learn about different immigrant experiences.</i></li> <li>• <i>Students will learn about different countries and</i></li> </ul>	<b>I</b>	<ul style="list-style-type: none"> <li>-<i>understand compound sentences and connections in a paragraph.</i></li> <li>-<i>identify characters in a story and some character traits,</i></li> <li>-<i>understand everyday social and instructional words and expressions</i></li> </ul>	<ul style="list-style-type: none"> <li>-<i>Respectfully Yours, Eve Bunting (Avenues D) pg. 338</i></li> <li>-<i>“Tell Me About</i></li> </ul>	<b>Standard 1: Social and Instructional language:</b> <i>interview, question, answer, cause, effect, autobiography</i>

			<p><i>-understand content related words.</i></p> <p><i>-understand and use prepositional phrases.</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p> <p><i>-understand content related words.</i></p>		
	<p><i>traditions (i.e. geographical features, government styles, religions)</i></p> <ul style="list-style-type: none"> <li><i>Students will learn how to conduct an interview.</i></li> </ul> <p>S1 Narrate: Connect stories with images.</p> <p>ELD S1 Inform: Students will define and classify facts and interpretations.</p> <p>ELD S1 Explain: Students will follow and describe cycles and sequences of steps <i>persuade others.</i></p>	<b>E</b>	<p><i>-produce short texts for a variety of purposes.</i></p> <p><i>-use a variety of synonyms.</i></p> <p><i>-use pronouns to connect ideas.</i></p> <p><i>-sentences with emerging use of clauses (no conjunctions.)</i></p> <p><i>-growing base of nouns, verbs and adjectives.</i></p>	<p>Yourself' (Avenues D) pg. 336 –reflection &amp; interview assignment - Country of Origin Poster Assignment with Graphic Organizer</p> <p>-Journal entry</p>	<p><b>Standard 2: The language of Language Arts:</b> <i>connect, relatives, experience, homesick, origin, 1<sup>st</sup> person, narrative</i></p> <p><b>Standard 3: The language of Mathematics:</b> <i>first, second, third (etc.), date (day, month, year)</i></p> <p><b>Standard 4: The language of Science:</b> <i>digestion, absorb, nutrients, fat</i></p> <p><b>Standard 5: The language of Social Studies:</b> <i>origin. geography, religion, government</i></p>

