

Content-Based ESL Curriculum Map

Grade Span: 9-12

Proficiency Level: WIDA 1

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products (measurements of student attainment of Learning Goals)	Content-Area and Targeted Vocabulary
		L = Listening R = Reading S = Speaking W = Writing			
September	<i>Students introduce themselves</i> <i>Students learn classroom vocabulary, how to ask for help</i> <i>Students navigate the building (lavatory and caf) and understand school policies (lockdown and fire drill)</i> <i>Students will be oriented to School Brains and Google classroom</i> <i>(start with alphabet for nonEnglish speakers who do not have Roman alphabet)</i>	L	Demonstrates comprehension of everyday words, phrases, objects by using pictures, actions, or objects	-Role play with social language -Label classroom objects with 80% accuracy -Teacher observation and worksheets	Social and Instructional Language <u>Key Vocabulary</u> Name Address Class Cafeteria Teacher Attendance Hallway Lavatory Library Computer Book Bus Flag Clock
		S	Expresses basic personal needs and information (such as <i>health, food, clothing, weather, recreation</i>) and school-related information, using spoken words and phrases.		
		R	Read previously learned words with personal meaning (such as words about <i>self, family, school</i>) that have been presented as images, objects, and/or printed text.		

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		W	<p>Identify previously learned words and phrases that are related to the topic of a writing task.</p> <p>Students respond in writing to WH questions</p>		<p>Door Window Gymnasium Auditorium Policy Dictionary Test Picture Photo</p>
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October	<p><i>Students understand US culture and fall customs</i></p> <p><i>Students understand true/false, fiction/nonfiction</i></p> <p><i>Students utilize dictionary skills</i></p> <p><i>(explain Halloween costumes, esp. for those with trauma)</i></p>	<p style="text-align: center;">L</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p style="text-align: center;">R</p>	<p>Demonstrate comprehension of vocabulary essential for grade level content learning, using pictures, actions, and/or objects</p> <hr/> <p>Employ vocabulary essential for grade-level content learning.</p> <hr/> <p>Read words previously learned from grade-level content.</p>	<p>-Creation of a word wall related to fall</p> <p>-Teacher directed T/F questions after reading aloud selected ghost story</p> <p>-Students highlight fictional elements of story</p> <p>-Students write descriptive words related to things</p>	<p><u>Science:</u> Autumn Seasons</p> <p><u>Social Studies:</u> Custom</p> <p><u>ELA:</u> Fiction Nonfiction Composition</p>

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		W	List descriptive details to be considered for a writing task.	that scare them (use dictionary)	<p>Essay Excerpt author</p> <p><u>Key Vocabulary</u> Pumpkin Jack-o-lantern Night Scary Ghost Superstition</p>
November	<i>Students will understand school cancellation policy</i>	L	Understands interpersonal conversations when spoken to slowly and with repetition.	-Bogglesworldesl.com weather worksheet completion	Science: Snow Rain sleet Weather
	<i>Students will understand weather terms and present related projects</i>	S	Uses essential grade level vocabulary of grade-level academic content	-Weather project (poster, diorama of weather in	

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	<p><i>Students will begin to write phrases in authentic context</i></p> <p><i>Students will be given an orientation to MCAS requirements and exposed to sample test items</i></p>	R	Summarize important ideas from a text and represent the relationships between or among them.	native country) and oral presentation	<p>Hot Humid hyperthermia</p> <p><u>Key Vocabulary</u> Project Progress report Quarter grade</p>
		W	Incorporates new words and phrases to make writing more clear to the reader.		

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December	<i>Students will begin to read sentences and paragraphs about family traditions and holidays and discuss similarities with US holidays</i>	L	Demonstrate understanding when simple instructions are given	-Read "My Family Album from <u>Avenues F</u> and complete an art essay -Complete a key words traditions Venn diagram and share with partner	ELA: Compare Contrast Support Refute Justify Point of view Rhetoric persuasion
		S	Students will compare and contrast information orally		
		R	Acquire new words and phrases by determining their relationships to other words.		
	<i>Students will be apprised of ACCESS requirements testing schedule</i>				

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		L = Listening R = Reading S = Speaking W = Writing)		<u>Key Vocabulary</u> Family Album Ancestor Proud Comfort Holiday Tradition Immigration
		W Select an organizational approach (such as <i>most important information first to last</i>) to emphasize important information in a writing task.		

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January	<i>Students will begin to read nonfiction texts and interpret charts and graphs to obtain information</i>	L	Identify important information about academic content, using prior knowledge and/or visual cues as needed.	<ul style="list-style-type: none"> - Read “Planet Earth, Inside and Out” in <u>Avenues F</u> and complete solar system diagram - Complete recycling graph and sculpture 	Science: Environment Planet Solar system recycle Math: Graph Survey
		S	Express confusion		
		R	Identify forms and purposes of informational texts		

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		W	List evidence from a literary or an informational text that supports a given topic sentence.	<u>Key Vocabulary</u> Map sculpture
February	<i>Students will continue to read nonfiction texts for information on early US history specific to Presidents and contrast this holiday with Valentine’s day and its myths</i>	L	Demonstrate understanding of academic content words and phrases in selected concept based categories.	Social Studies: President Independence Congress declare <u>Key Vocabulary</u> Biography Valentine
		S	Classify previously learned words by content themes or topics	

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		R	Identify characteristics specific to common genres of literature		Card Heart Love Red symbolism
		W	List new words and phrases related to the topic of a writing task.		

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March	<i>Students will study fiction and discuss symbolism</i> <i>Students will be given an orientation to TOEFL</i>	L	Demonstrate comprehension of oral questions on academic content that require short answers.	-Read "Calling of Doves" in <u>Avenues F</u> and discuss title's possible meanings - Draw symbols for family experiences	ELA: Symbol Setting narrative <u>Key Vocabulary:</u> Dove Travel Move
		S	Use basic grammar patterns in speaking to produce familiar statements, questions, and commands.		
		R	Identify cognates to determine word meaning. Locate words that appeal to the senses in written language.		

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		W	Dictate short accounts of personal experiences.		
April	<i>Students will read about the body and make cross-disciplinary connections.</i>	L	Identify verbal and nonverbal cues to determine when to focus attention.	-Read “Your Busy Body” poem , <i>Moving</i> , and <i>What is a Skeleton</i> and complete a note-taking and paraphrasing activity for each	Science: Skeleton Heart Oxygen Muscle Joint Nerves Bone
		S	Use appropriate words, phrases, and expressions to interact with peers and adults		
		R	Locate topic and supporting sentences in an expository paragraph.		
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		W	Diagram and label information to be conveyed in a writing task.		Spinal cord <u>Key Vocabulary:</u> Note-taking paraphrase
May	<i>Students will be able to loop back to their intro to US history unit and complete a timeline of early US history which they will present to class and participate in oral presentations</i>	L	Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects	-Completion of map and timeline with 85% accuracy -Presentation and Q/A to be assessed with school wide rubrics for speaking (presenter) and listening (audience members).	Social Studies: Colonies Army Patriot Tax Tradesman Politics Hero Primary source Secondary source
		S	Make and respond to oral requests		
		R	Identify an author’s goals, intents, and biases		
		W	Identify words that add precision to writing		

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<p>June</p> <p><i>Students will design a self-reflective improvement plan to work on needed skills over the summer.</i></p> <p><i>Students will review a list of programs available to them over the summer (sports, co-curricular camps, summer school).</i></p> <p><i>Students will be oriented to summer reading and project requirements.</i></p>	L	Clarify meaning of words using beginning and bilingual/picture dictionaries	<p>-Completion of self and peer analysis</p> <p>-Collection of resources to aid in addressing skills</p> <p>-Completion of self directed packet to be worked on over summer as a means of self-improvement</p>	<p><u>Key Vocabulary:</u></p> <p>Analysis</p> <p>Strength</p> <p>Weakness</p> <p>Research</p> <p>Data chart</p>
	S	Rephrase ideas and thoughts to express meaning		
	R	Use letter-sound knowledge to decode written English		
	W	Work collaboratively with peers, teachers, and coaches when using technology in and outside of the classroom		