

Content-Based ESL Curriculum Map

Grade Span: 6-8

Proficiency Level: Newcomer - 1

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) & <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>Standard 1: Social and Instructional language: <i>hello, “My name is, ”excuse me”, please, “thank you”, locker, Internet, homework, draw, write, name, label</i></p> <p>Standard 2: The language of Language Arts: <i>characters, setting</i></p> <p>Standard 3: The language of Mathematics: <i>count, add, subtract</i></p> <p>Standard 4: The language of Science: <i>objects, natural resources</i></p> <p>Standard 5: The language of Social Studies: <i>history, research, chart, American symbol, memorial, monument, flag</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>-practice sounds in English</i></p> <p><i>-draw pictures and label to demonstrate understanding of content.</i></p>				

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October	<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>	I	<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></p>	<p>-Legend of Sleepy Hollow readers theater -The Tell Tale Heart - graphic novel -Moonlight, Moon Bright(Avenues D) p. 124 moon phases - Fox in the Moon (Avenues D) p. 130 -The Moon (Avenues D) p. 158 -Venn Diagram assignment (Fiction v. Nonfiction) -Word Wall related to fall traditions -Journal activity -"Multiply Weights" – moon weight v. earth weight (Avenues D) p. 172</p>	<p>Standard 1: Social and Instructional language: <i>directions, true/false, read, compare, different, same</i></p> <p>Standard 2: The language of Language Arts: <i>nonfiction, fiction, story, folktale, summary, characters, setting, legend</i></p> <p>Standard 3: The language of Mathematics: <i>weight, calculate, multiply</i></p> <p>Standard 4: The language of Science: <i>research, star patterns, phases of moon, solar system, fact</i></p>
		E	<p><i>-use "yes" and "no" to answer questions related to content.</i> <i>-point to instructional words</i> <i>-match words to pictures</i> <i>-practice sounds in English</i> <i>-draw pictures and label to demonstrate understanding of content.</i></p>		

			- <i>practice the digraph and blend sounds in English.</i>	-“Internet- Research Solar System” pg. 153 -Journal Summary	Standard 5: The language of Social Studies: 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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November	Students will learn about food celebrations and traditions (i.e. going to a restaurant, preparing for	I	- <i>understand simple phrases and short sentences.</i> - <i>understand short questions.</i>	- <i>The Ugly Vegetables (Avenues D)</i> p. 70 - <i>How to Make Ugly Vegetable Soup (Avenues</i>	Standard 1: Social and Instructional language:
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	<p>a Thanksgiving meal, following a recipe). 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> <i>-understand content related words.</i></p>	<p>D) pg. 92 -"Write a Recipe" (Avenues D) pg. 99 - "Make a Class Graph" (Avenues D) pg. 99 w/</p>	<p><i>make, results, share, talk, cost, explain, write, "Please pass," "toast"</i></p> <p>Standard 2: The language of Language Arts: real,</p>
		E	<p><i>-Single words used to represent ideas.</i> <i>-Everyday social and instructional words and expressions.</i> <i>-use "yes" and "no" to answer questions related to content.</i> <i>-use WH- questions</i> <i>-point to instructional words</i> <i>-match words to pictures</i> <i>-practice sounds in English</i> <i>-draw pictures and label to demonstrate understanding of content.</i> <i>-practice the digraph and blend sounds in English.</i></p>		

				<p>teacher modeling - historical excerpt assignment about the history of Thanksgiving and assignment -restaurant role play & “Calculate the Cost” -Math Activity “Price Computation” – order/tax/tip -Rosa Maria’s Mice & Beans (Avenues D) pg. 368 – Reality/Fiction comparison assignment -journal activity</p>	<p><i>reality, fantasy</i></p> <p>Standard 3: The language of Mathematics: <i>graph, price, percent, tip, cost</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</i></p>
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December	<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>	I	<p><i>-understand simple phrases and short sentences.</i></p> <p><i>-understand short questions.</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 & Old Man Winter (Avenues D) pg. 184 -“Strategy: Problem/Solution” (Avenues D) pg. 206</p>	<p>Standard 1: Social and Instructional language: <i>cancellation, radio, television, website, 2 hour delay, snow day, bus</i></p> <p>Standard 2: The language of Language Arts:</p>

<p><i>ELD S1 Inform: define and classify facts and interpretations.</i></p> <p><i>ELD S1 Explain: compare changing variables, factors and circumstances.</i></p>	<p>E</p>	<p><i>-Single words used to represent ideas.</i></p> <p><i>-Everyday social and instructional words and expressions.</i></p> <p><i>-use “yes” and “no” to answer questions related to content.</i></p> <p><i>-use WH- questions</i></p> <p><i>-point to instructional words</i></p> <p><i>-match words to pictures</i></p> <p><i>-practice sounds in English</i></p> <p><i>-draw pictures and label to demonstrate understanding of content.</i></p> <p><i>-practice the digraph and blend sounds in English.</i></p>	<p><i>-“Making Inferences” (Avenues D) pg.210 - Readers’ Theater rubric</i></p> <p><i>-Journal Activity</i></p>	<p><i>inference, narrator, script, play, problem, event, solution, scene</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 & activity</p>	<p>Standard 3: The language of Mathematics: <i>accumulation, record</i></p> <p>Standard 4: The language of Science: predict, weather, meteorology, blizzard, cold front, seasons</p> <p>Standard 5: The language of Social Studies: <i>religious, tradition</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>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>I</p>	<p><i>-understand simple phrases and short sentences.</i> <i>-understand short questions.</i> <i>-understand everyday social and instructional words and expressions</i> <i>-understand content related words.</i></p>	<p>-<i>Sky Tree (Avenues D)</i> pg. 214 & journal writing assignment aligned with illustrations -TEAM HOYT – CAN video & assignment - <i>One Letter at a Time</i> by Rick Hoyt – excerpt &</p>	<p>Standard 1: Social and Instructional language: Complete, <i>read, respond, classify, “Happy New Year”, resolution, painting</i></p> <p>Standard 2: The language</p>

		E	<p><i>-Single words used to represent ideas.</i></p> <p><i>-Everyday social and instructional words and expressions.</i></p> <p><i>-use “yes” and “no” to answer questions related to content.</i></p> <p><i>-use WH- questions</i></p> <p><i>-point to instructional words</i></p> <p><i>-match words to pictures</i></p> <p><i>-practice sounds in English</i></p> <p><i>-draw pictures and label to demonstrate understanding of content.</i></p> <p><i>-practice the digraph and blend sounds in English.</i></p>	<p>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>of Language Arts: <i>long term, short term, goal, autobiography, illustrations</i></p> <p>Standard 3: The language of Mathematics: <i>miles per hour</i></p> <p>Standard 4: The language of Science: <i>computer technology, disability</i></p> <p>Standard 5: The language of Social Studies: <i>Boston Marathon, route</i></p>

February	<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 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>I</p> <ul style="list-style-type: none"> -<i>understand simple phrases and short sentences.</i> -<i>understand short questions.</i> -<i>understand everyday social and instructional words and expressions</i> -<i>understand content related words.</i> <p>E</p> <ul style="list-style-type: none"> -<i>Single words used to represent ideas.</i> -<i>Everyday social and instructional words and expressions.</i> -<i>use “yes” and “no” to answer questions related to content.</i> -<i>use WH- questions</i> -<i>point to instructional words</i> 	<p>-<i>The Gift of Words (Avenues D) pg. 462</i> -</p> <p>“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>Standard 1: Social and Instructional language: <i>symbol, budget</i></p> <p>Standard 2: The language of Language Arts: <i>poem, rhythm, rhyme</i></p> <p>Standard 3: The language of Mathematics: <i>calculate, price, cost</i></p>	

			<p><i>-match words to pictures</i> <i>-practice sounds in English</i> <i>-draw pictures and label to demonstrate understanding of content.</i> <i>-practice the digraph and blend sounds in English.</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 & activity - Journal assignment</p>	<p>Standard 4: The language of Science: <i>beats per minute, heart, internal organs, external organs, blood pressure, cholesterol, artery, blood</i></p> <p>Standard 5: The language of Social Studies: <i>economics, supply/demand, profit, price, advertisement, consumer, producer, inflation</i></p>
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<p>March</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>I</p>	<p><i>-General content related words.</i></p> <p><i>-Simple grammatical constructions (e.g., commands, Wh-questions, declaratives)</i></p> <p><i>-understand simple phrases and short sentences.</i></p> <p><i>-understand short questions.</i></p> <p><i>-understand everyday social and instructional words and expressions</i></p>	<p>-“How a Plant Grows” (Avenues D) pg. 104 & 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>Standard 1: Social and Instructional language: <i>section headings, diagrams, captions</i></p> <p>Standard 2: The language of Language Arts: <i>details</i></p> <p>Standard 3: The language of Mathematics: <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 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>Standard 4: The language of Science: <i>botany, annuals, perennials, fertilizer, roots, seed, sprout, petal, soil, water, garden</i></p> <p>Standard 5: The language of Social Studies: products, map, location</p>
		<p>E</p>	<p><i>-Single words used to represent ideas. -Everyday social and instructional words and expressions. -use “yes” and “no” to answer questions related to content. -use WH- questions -point to instructional words -match words to pictures -practice sounds in English -draw pictures and label to demonstrate understanding of content. -practice the digraph and blend sounds in English.</i></p>		

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April	<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>	I	<p><i>-An idea within words, phrases, or chunks of language.</i></p> <p><i>-Everyday social and instructional words and expressions.</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>Standard 1: Social and Instructional language:</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 simple phrases and short sentences.</i></p> <p><i>-understand short questions.</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>E</p> <p><i>-Single words used to represent ideas.</i></p> <p><i>-Everyday social and instructional words and expressions.</i></p> <p><i>-use “yes” and “no” to answer questions related to content.</i></p>		<p>Standard 2: The language of Language Arts: <i>persuade, persuasive language</i></p> <p>Standard 3: The language of Mathematics: compute, solve, equal</p> <p>Standard 4: The language of Science: <i>digestion, absorb, nutrients, fat, calorie, metabolism, vitamins</i></p> <p>Standard 5: The language of Social Studies: community, population</p>
		<p><i>-use WH- questions</i></p> <p><i>-point to instructional words</i></p> <p><i>-match words to pictures</i></p> <p><i>-practice sounds in English</i></p> <p><i>-draw pictures and label to demonstrate understanding of content.</i></p> <p><i>-practice the digraph and blend sounds in English.</i></p> <p><i>-understand noun groups and classifiers</i></p> <p><i>-understand an increasing number of words and phrases</i></p> <p><i>-understand different types of cohesive devices (pronouns, demonstratives etc.)</i></p>		

<p>May</p>	<ul style="list-style-type: none"> • <i>Students will explore various recreational activities related to sports and hobbies.</i> • <i>Students will read a short</i> 	<p>I</p>	<ul style="list-style-type: none"> -<i>Single statements or questions.</i> -<i>General content-related words.</i> -<i>understand simple phrases and short sentences.</i> -<i>understand short questions.</i> -<i>understand everyday social and instructional words and expressions</i> -<i>understand content related words.</i> 	<p>- Short biography assignment (i.e. famous athlete) & oral presentation</p>	<p>Standard 1: Social and Instructional language: <i>oral presentation, independent, technology, hobby, team, athlete,</i></p>
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	<p><i>biography.</i></p> <ul style="list-style-type: none"> • <i>Students will conduct independent research and create a short oral presentation.</i> <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>	<p>E</p>	<ul style="list-style-type: none"> -<i>Single words used to represent ideas.</i> -<i>Everyday social and instructional words and expressions.</i> -<i>use content related words to answer questions related.</i> -<i>use WH- questions</i> -<i>write instructional words and phrases</i> -<i>match words to pictures</i> -<i>draw pictures and label to demonstrate understanding of content.</i> -<i>understand noun groups and classifiers</i> 	<p>-- Research Checklist & activity (including technology)</p>	<p><i>competition</i></p> <p>Standard 2: The language of Language Arts: <i>thesis, biography, plagiarism, sources, outline, notetaking, proofread, edit</i></p> <p>Standard 3: The language of Mathematics: check, tally</p> <p>Standard 4: The language of Science: physical activity, fitness</p> <p>Standard 5: The language of Social Studies: country, nation, population, climate</p>
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			<ul style="list-style-type: none">-understand an increasing number of words and phrases-create a short oral presentation-understand different types of cohesive devices (pronouns, demonstratives etc.)		
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<p>June</p>	<ul style="list-style-type: none"> • <i>Students will learn about different immigrant experiences.</i> • <i>Students will learn about different countries and</i> 	<p>I</p>	<ul style="list-style-type: none"> -<i>understand simple phrases and short sentences.</i> -<i>understand short questions.</i> -<i>understand everyday social and instructional words and expressions</i> -<i>understand content related words.</i> 	<p>-<i>Respectfully Yours, Eve Bunting (Avenues D) pg. 338</i> -"Tell Me About</p>	<p>Standard 1: Social and Instructional language: <i>interview, question, answer, cause, effect, autobiography</i></p>
	<p><i>traditions (i.e. geographical features, government styles, religions)</i></p> <ul style="list-style-type: none"> • <i>Students will learn how to conduct an interview.</i> <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>	<p>E</p>	<ul style="list-style-type: none"> -<i>Single words used to represent ideas.</i> -<i>Everyday social and instructional words and expressions.</i> -<i>use "yes" and "no" to answer questions related to content.</i> -<i>use WH- questions</i> -<i>point to instructional words</i> -<i>match words to pictures</i> -<i>practice sounds in English</i> -<i>draw pictures and label to demonstrate understanding of content.</i> -<i>practice the digraph and blend sounds in English.</i> -<i>understand noun groups and classifiers</i> -<i>understand an increasing number of words and phrases</i> -<i>understand different types of cohesive devices (pronouns, demonstratives etc.)</i> 	<p>Yourself" (Avenues D) pg. 336 –reflection & interview assignment - Country of Origin Poster Assignment with Graphic Organizer -Journal entry</p>	<p>Standard 2: The language of Language Arts: <i>connect, relatives, experience, homesick, origin, 1st person, narrative</i></p> <p>Standard 3: The language of Mathematics: <i>first, second, third (etc.), date (day, month, year)</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>origin. geography, religion, government</i></p>

