

**Content-Based ESL Curriculum Map**

**Grade Span:** 9-12

**Proficiency Level:** WIDA 2

Month	Student Profiles/Learning Goals	Student Learning Outcomes  L = Listening    R = Reading S = Speaking    W = Writing)		Planned Assessments/ Student Work Products (measurements of student attainment of Learning Goals)	Content-Area and Targeted Vocabulary
<b>September</b>	<ul style="list-style-type: none"> <li>• <i>Students will introduce themselves</i></li> <li>• <i>Students will participate orally in class activities and give basic oral presentations</i></li> <li style="padding-left: 20px;"><i>Students will become</i> <ul style="list-style-type: none"> <li>• <i>familiar with school and classroom expectations and norms (ongoing)</i></li> <li>• <i>Students will be given an orientation on access to extra-curricular activities and students services</i></li> <li>• <i>Students will be given an orientation on graduation requirements ie credits/course options</i></li> </ul> </li> </ul>	<b>L</b>	<p><i>Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions</i></p> <p><i>Identify verbal and nonverbal cues to determine when to focus attention</i></p>	<p>- Draw a family tree and explain to class</p> <p>-Read a short story (<i>Avenues F</i>) and respond to teacher directed questions about “Grandma’s Records”</p>	<p><b>Social Studies:</b> Culture Geography</p> <p><b>ELA:</b> Homophone Root word Prefix Suffix</p> <p><u>Key Vocabulary</u> Generation Ancestor family roles (mother, sister, etc.)</p>
<b>S</b>	<p><i>Compare aspects of cultures, appropriate to age.</i></p> <p><i>Observe and imitate how others speak and behave in various settings.</i></p> <p><i>Request help, feedback, and clarification</i></p>				
<b>R</b>	<p><i>Recognize similarities and differences in orthographic conventions and structures between and among languages</i></p>				
<b>W</b>	<p><i>Dictate sentences that give information (such as directions, instructions, explanations).</i></p>				

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<b>October</b>	<ul style="list-style-type: none"> <li>Students will read types of</li> </ul>	<b>L</b>	Identify the beginning, middle, and end of a story	-Read ghost stories and
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	<p><i>fiction: superstition, legend, myth</i></p> <ul style="list-style-type: none"> <li>Students will become familiar with fall customs</li> <li>Students will become familiar with school safety procedures such as fire drills and lockdown protocol</li> </ul>	<b>S</b>	<i>Make predictions or inferences based on a story or information that is heard Express confusion</i>	watch/listen to “Sleepy Hollow” and predict outcome -Compare/contrast superstitions by culture with Venn diagram -Use interactive computer program for fall legends (Johnny Appleseed) and complete corresponding quiz	<p><b>ELA:</b> legend</p> <p><u>Key Vocabulary</u> Autumn Custom Pumpkin Cider ghost</p>
		<b>R</b>	<i>Recognize nursery rhymes, fables, fairy tales, tall tales, myth as traditional literature</i>		
		<b>W</b>	<i>Use general and specific words and phrases to write about familiar objects and events</i>		
<b>November</b>	<ul style="list-style-type: none"> <li>Students will connect new information and use prior knowledge to study other content</li> <li>Students will recognize different forms of literature</li> </ul>	<b>L</b>	<i>Identify important information about academic content, using prior knowledge and/or visual cues as needed</i>	- Research history of Thanksgiving and make timeline -Read <i>Squanto’s Journey</i> and diagram plot with web graphic organizer - Write a recipe of a traditional meal from their native countries	<p><b>Social Studies:</b> Thanksgiving Pilgrim Puritan Native American Chronology</p> <p><b>Math:</b> Terms of measurement</p> <p><u>Key Vocabulary:</u></p>
		<b>S</b>	<i>Retell events in a simple or familiar story using relevant words and phrases Retell the beginning, middle, and end of a story that is heard</i>		

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		<b>R</b>	<i>Read and understand previously learned essential vocabulary words</i>		pep rally journey recipe
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		<b>W</b>	<i>Write directions or instructions with multiple sentences that provide information in logical order</i>		chronology
<b>December</b>	<ul style="list-style-type: none"> <li>• <i>Students will listen to seasonal songs and identify new vocabulary</i></li> <li>• <i>Students will become aware of the characteristics of the English language at the phrase level, including intonation and stress patterns</i></li> <li>• <i>Students will learn scheduling and grading process for mid-term examinations</i></li> </ul>	<b>L</b>	<i>Follow multi-step directions</i>	<ul style="list-style-type: none"> <li>- Listen to “Deck the Halls” while reading lyrics and identifying polysemous words</li> <li>-Underline unfamiliar words and clarify with bilingual dictionary</li> <li>- Identify tone of various carols</li> <li>-Create a holiday card for select individuals</li> </ul>	<p><b>ELA:</b> Tone Mood theme</p> <p><b>Math:</b> Geometrical shape terminology</p> <p><u>Key Vocabulary</u> Merry Holly Bough Deck card</p>
		<b>S</b>	<i>Compare personal experiences and perspectives of those of other cultures</i>		
		<b>R</b>	<i>Provide examples of how an author’s use of words creates mood or tone; provide examples of rhythm that suggest mood or tone in a literary text</i>		
		<b>W</b>	<i>Write a letter using appropriate form and degree of formality, for intended audience</i>		

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<b>January</b>	<ul style="list-style-type: none"> <li>Students will write one personal and one school related resolution for the New Year</li> </ul>	<b>L</b>	<i>Demonstrate comprehension of oral questions based on academic content</i>	-Start a Resolution Journal -Read nonfiction excerpts from “Planet Earth” unit in <i>Avenues F</i> and respond	<b>Social and Instructional Language:</b> Mid-term examination Study guide
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	<ul style="list-style-type: none"> <li>Students will compare holidays of their own cultures and connect to US holidays</li> <li>Students will learn school protocol for inclement weather</li> </ul>	<b>S</b>	<i>Express basic personal needs and information (such as health, food, clothes, weather, recreation) and school related information, using spoken words and phrases</i>	to teacher-directed questions - Understand and interpret information from weather.com to give a weather report to class (worksheet) - Develop study guides for mid-term examinations -Practice expanded sentence writing (prewriting to editing) on New Year’s resolutions	Paragraph Template Exposition rubric main idea  <u>Key Vocabulary</u> Cancellation Delay resolution
		<b>R</b>	<i>Distinguish forms and purposes of informational and expository materials</i>		
		<b>W</b>	-Locate main ideas in a text -Use online information resources for collaboration and research		
<b>February</b>	<ul style="list-style-type: none"> <li>Students will read an appropriate ESL adaptation of “Romeo and Juliet” ( Edcon Publishing) and become culturally literate in</li> </ul>	<b>L</b>	-Determine meanings of words with inflections -Demonstrate comprehension of common words with multiple meanings -Predict meaning of unknown compound words	- Rubric application read aloud sessions of play -Complete “heart” idiom worksheet -Complete “direction words” worksheet	<b>ELA:</b> Genre Shakespeare Idiom Theater Dialogue

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	<i>Elizabethan theater appropriate to their level</i>	<b>S</b>	<i>Classify previously learned words by content themes or topics</i> <i>Demonstrate understanding of differences in English intonation patterns</i>	-Examination practice tests -Sentence frame completion -Cloze paragraph writing	Monologue Soliloquy Drama Quotation
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			<b>L</b> = Listening <b>R</b> = Reading <b>S</b> = Speaking <b>W</b> = Writing)		
		<b>R</b>	<i>Apply knowledge of word analysis to expand comprehension of vocabulary found in text</i> <i>Apply knowledge of the basic parts of speech and simple sentence structures to comprehend text</i>		<u>Key Vocabulary</u> Love Predict
		<b>W</b>	<i>Select and use words to increase detail in writing</i>		
<b>March</b>	<ul style="list-style-type: none"> <li>• <i>Students will read and write personal narratives</i></li> <li>• <i>MCAS explanation</i></li> <li>• <i>Class scheduling information</i></li> </ul>	<b>L</b>	<i>Identify whom to consult for assistance</i>	- “Calling the Doves” ( <i>Avenues F</i> ) and maintain a free-write journal in order to build fluency - Maintain a word wall for farming theme	<b>Social Studies:</b> Map Location rosette migrant directions  <u>Key Vocabulary</u> Harvest Journal
<b>S</b>		<i>Classify previously learned words by content themes or topics</i>			
<b>R</b>		<i>Analyze and provide evidence from a text to support understanding of theme</i>			
<b>W</b>		-Write a brief response to a literary text -Correspond for social purposes (email, letter)			

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<b>April</b>	<ul style="list-style-type: none"> <li>Students will become familiar with international myths</li> <li>Poetry will be introduced</li> </ul>	<b>L</b>	Apply knowledge of terms for textual features of textbooks and texts	-Read “Piecing Earth and Sky Together” ( <i>Avenues F</i> ) and respond to comprehension questions -Illustrate nature scene - Write a poem to go along with scene	<b>Math:</b> Parallel Perpendicular  <u>Key Vocabulary</u> Handiwork Stitch Contest animals
		<b>S</b>	Ask and respond to questions to clarify information		
		<b>R</b>	Identify and apply strategies to enhance comprehension of texts		
		<b>W</b>	Write a short poem that contains simple sensory detail		

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<b>May</b>	<ul style="list-style-type: none"> <li>Students will write “My Story” in PowerPoint after modeling of the software and its usage &amp; deliver oral presentations to the class of their slide show</li> </ul>	<b>L</b>	Demonstrate comprehension of oral directions that include visual cues	- Read “Coming to America” ( <i>Avenues F</i> ) and complete classification chart - Interpret immigration information graphs - Create and deliver a 5 min. slide PowerPoint presentation on their immigration stories	<b>Math:</b> Ratio Proportion  <u>Key Vocabulary</u> Settler Hardship Region Computer Technology terms
		<b>S</b>	Use teacher-developed assessment criteria to prepare oral presentations		
		<b>R</b>	Use knowledge of graphic features (charts, timelines, captions) to determine meaning of text		
		<b>W</b>	Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic		
<b>June</b>	<ul style="list-style-type: none"> <li>Students will participate in the democratic process by voting where to take a hypothetical summer vacation after hearing and seeing presentations by peers</li> </ul>	<b>L</b>	Take notes while listening for specific information	- Read “Greetings from American”(Avenues F) and make a travel	<b>Social Studies</b> Dune prairie landform
		<b>S</b>	Support a conclusion or finding by stating facts or logical reasons		

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<p><b>W</b></p>	<p><i>Write lists and short notes for a specified informational purpose</i></p> <p><i>Add images and sensory details to writing that are relevant to its purpose</i></p>				

