

**Content-Based ESL Curriculum Map**

Grade Span: 9-12

Proficiency Level: WIDA 5

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>Students will begin reading the graphic novel <u>They Called Us Enemy</u> and be able to identify characterization methods, imagery, theme, and motif.</li> </ul>	<b>L</b>	<i>Understands words and phrases of grade-level academic content, including technical and abstract terms.</i>	-Completion of Literature response worksheet with 80% accuracy. -Completion of character sketch with textual evidence	<b>ELA-</b> students will be introduced to an increased number of literary devices.  <u>Key Vocabulary:</u> Nickname Guilty Innocent Interment Motif Imagery Theme Symbol flashback
		<b>S</b>	<i>Communicates academic knowledge, using specific, technical, and abstract vocabulary of grade-level content.</i>		
		<b>R</b>	<i>Demonstrates fluency, comprehension, and efficient reading range in a variety of texts.</i>		
		<b>W</b>	<i>Uses standard writing conventions, spelling, and sentence structures when paper editing.</i>		
<b>October</b>	<ul style="list-style-type: none"> <li>Students will continue reading <u>Enemy</u> and make interdisciplinary connections with science and history.</li> </ul>	<b>L</b>	<i>Understands when engaged in sustained, interpersonal interaction.</i>	- Completion of genocide project with 80% accuracy -Expository essay	<b>Science-</b> Students will examine the climate of the various settings of the book,
		<b>S</b>	<i>Rephrases ideas and thoughts orally to clarify meaning in social interactions.</i>		

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		<b>R</b>	<i>Applies knowledge of word analysis to expand comprehension of vocabulary found in text.</i>		and examine some of the history of the era  <u>Key Vocabulary:</u>
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	<ul style="list-style-type: none"> <li>Students will begin reading <i>Holes</i> by Louis Sachar</li> </ul>	<b>W</b>	<i>Writes a personal or persuasive essay, expressing an attitude or position.</i>		Biome Reptile Lizard Amphibian Invention Manifest destiny
<b>November</b>	<ul style="list-style-type: none"> <li>Students will finish reading <i>Holes</i> and make interdisciplinary connections with math, art, and music.</li> </ul>	<b>L</b>	<i>Understands inferential or abstract questions based on academic content.</i>	-Student draws an ad for “Sploosh” based on preset criteria  -Student writes lyrics for a ballad and presents to class to be evaluated by school rubric for presentation.	<b>Math</b> – student-generated graphs on the importance of math versus reading will be discussed in relation to Zero’s ability to function and society’s views on the whole.
		<b>S</b>	<i>Adjusts meaning by varying pace, rhythm, and pauses in a speech.</i>		
		<b>R</b>	<i>Analyzes how word choice and sentence variety advance an author’s purpose.</i>		

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		<b>W</b>	<i>Identifies desired degree of formality for the purpose of the writing task.</i>	-Students will take a survey and make a graph based on results.	<p><b>ELA</b>-students will discuss effective tactics for media ads</p> <p>- students will listen to ballads and compose their own for a book character</p> <p><u>Key Vocabulary:</u>            Survey            Graph            Pie chart            Rhetoric            Ballad            Media</p>
<b>December</b>	<ul style="list-style-type: none"> <li><i>Students will learn about genocides throughout world history and the establishment of the United Nations their goals of the millennium.</i></li> </ul>	<b>L</b>	<i>Understands classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures.</i>	-Analysis and discussion of propaganda from J. Kroc foundation.  -Creation of own propaganda piece.	<p><u>Key Vocabulary:</u>            Genocide            Concentration camp            United Nations            Propaganda            Holocaust            Child soldier</p>
		<b>S</b>	<i>Summarizes information that is heard during a class or lesson.</i>	-Venn diagram comparing two genocides and corresponding 5 paragraph	

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		<b>R</b>	<i>Demonstrates fluency, comprehension, and efficient reading rate in a variety of texts. Evaluates credibility of sources</i>	essay	<b>History</b> -students will learn about factors contributing to the Holocaust, Rwandan genocide, Sudanese genocide, and atrocities in Sierra Leone.
		<b>W</b>	<i>Organizes ideas for writing with a thesis statement, introduction, paragraphs that build an argument, transition sentences</i>		
<b>January</b>	<ul style="list-style-type: none"> <li>Students will begin to read <i>The Bite of the Mango</i> by M. Kamara</li> </ul> <p><i>**Alternative novel available for students with PSTD.</i></p>	<b>L</b>	<i>Identify topics for interaction that are appropriate to audience and setting.</i>	-Students will map the journey of Mariatu through Sierra Leone.	<p><u>Key Vocabulary:</u> Mango Palm Rebel Rite trauma</p> <p><b>Science</b>-Students will tie in human growth and development topics (Maslow) in comparing their childhoods with Mariatu's.</p>
		<b>S</b>	<i>Employ selected specialized language structures from varied academic areas.</i>	-Students will document the family tree of the Kamaras.	
		<b>R</b>	<i>Analyze and explain how authors use the elements of nonfiction to achieve their purposes.</i>	- Students will write about rites of passage in their native cultures.	
		<b>W</b>	<i>Revise words and phrases to add detail to a writing task.</i>	-Students will read and respond to excerpts from child soldier accounts.	
<b>February</b>	<ul style="list-style-type: none"> <li>Students will continue and finish reading <i>The Bite of</i></li> </ul>	<b>L</b>	<i>Present an organized oral interpretation of a literary text, film or dramatic production.</i>	-Students will listen to "Imagine" by John	<u>Key Vocabulary:</u> Epidemic

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	<i>the Mango and make connections with current events</i>	<b>S</b>	<i>Demonstrate comprehension by asking questions on other student's presentations</i>	Lennon and complete cloze sentence activities related to it. -Students will write about the concept of peace and present to class. -Students will research articles on Sierra Leone and complete worksheets using tables and graphs on demographics. - exam	Pandemic Politics peace  <b>Current Events</b> – Students will use the articles on breakignewsEnglish.com on World Aids Day and John Lennon's <i>Imagine</i>
		<b>R</b>	<i>Identify and document specific, topic-related information in resources, using indexes, bibliographies, tables of contents, and electronic search key words.</i>		
		<b>W</b>	<i>Identify and correct tense inconsistencies when editing.</i>		
<b>March</b>	<ul style="list-style-type: none"> <li>Students will learn how to complete the college packet in preparation for post graduate plans.</li> </ul>	<b>L</b>	<i>Demonstrate comprehension of specialized language structures from varied academic content.</i>	-Students will complete practice TOEFLs. - students will conduct research on collegeboard.com. - Students will write college essays and complete sample applications.	<u>Key Vocabulary:</u> Major Tuition Room and board PSAT SAT TOEFL Mean score fees
		<b>S</b>	<i>Employ varying degrees of formality in language as appropriate to audience and purpose.</i>		
		<b>R</b>	<i>Identify words whose meanings are not readily understood by their context.</i>		
		<b>W</b>	<i>Vary words in writing to enhance clarity.</i>		
<b>April</b>	<ul style="list-style-type: none"> <li>Students will learn how to complete work applications in</li> </ul>	<b>L</b>	<i>Demonstrate comprehension of specialized language structures from varied academic content.</i>	-Students will complete a career inventory survey.	<u>Key Vocabulary:</u> Reference

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	<i>preparation for post graduate or summer employment.</i>	<b>S</b>	<i>Employ varying degrees of formality in language as appropriate to audience and purpose.</i>	Students will compose resumes and cover letters.	Letter of recommendation Interview Application
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		<b>R</b>	<i>Identify words whose meanings are not readily understood by their context.</i>	-Students will practice mock interviews.	Salutation Closing
		<b>W</b>	<i>Vary words in writing to enhance clarity.</i>		
<b>May</b>	<ul style="list-style-type: none"> <li>• <i>Students will read a personal narrative (from <u>Avenues F</u>) and write one of their own. Included in this will be future plans for the following year as they graduate or transition fully into sheltered content classes.</i></li> </ul>	<b>L</b>	<i>Understand extended explanations and multi-step directions.</i>	-Students will conduct a self-analysis of strengths/weaknesses in four language domains. - Students will read <u>Calling of the Doves</u> and then write their own personal narrative to be graded with a class-generated rubric.	<u>Key Vocabulary:</u>  Cause/effect Paraphrase Details Inference
		<b>S</b>	<i>Elaborates on personal stories.</i>		
		<b>R</b>	<i>Analyze how word choice and sentence variety advance an author's purpose.</i>		
		<b>W</b>	<i>Writes a personal or persuasive essay, expressing an attitude or position.</i>		
<b>June</b>	<ul style="list-style-type: none"> <li>• <i>Students will pick a topic for a research paper and learn MLA documentation style for parenthetical reference and creation of a works cited page.</i></li> </ul>	<b>L</b>	<i>Identify formal and informal language within a given setting.</i>	-The research paper process will count as a final exam. Steps include: Developing a thesis	Key vocabulary: Plagiarism Documentation Works cited Parenthetical reference
		<b>S</b>	<i>State a position and supports/justifies it.</i>		
		<b>R</b>	<i>Evaluate relevant information gained from a variety of sources.</i>		

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		<b>W</b>	<p><i>Writes a research report that supports a thesis statement by using logical organization.</i></p>	<ul style="list-style-type: none"> <li>• Creating an outline</li> <li>• Obtaining sources</li> <li>• Notecards</li> <li>• Rough draft</li> <li>• Final draft</li> </ul>	<p>Content area – <b>ELA</b>-Students will learn process writing and how to address the formal paper expectations they will meet upon mainstreaming into the general education classroom.</p>
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