

Content-Based ESL Curriculum Map

Grade Span: 7-8

Proficiency Level: 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 Performance Definitions</i>) L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products (measurements of student attainment of Learning Goals)	WIDA Standards & Targeted Vocabulary
September	<ul style="list-style-type: none"> • <i>Students will learn about school norms and culture (i.e. raising hand; using locker; using district ESL website; following classroom rules, etc.)</i> • <i>Students will learn to introduce themselves and share information about their cultures.</i> • <i>Students will learn about the government of the United States and how immigrants have been an important part of US history.</i> 	L	<i>-Everyday social and instructional words and expressions</i>	- “Introducing Myself” Presentation Rubric -Role-play with social language - 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) - <i>A Picnic in October</i> by Eve Bunting (<i>Avenues D</i> pg. 302: <i>JIGSAW</i> reading assignment - Statue of Liberty Research Assignment (“Learn About a Symbol” pg. 333 <i>Avenues D</i>) <i>JOURNAL</i> assignment	Standard 1: Social and Instructional language: <i>hello, “My name is, ”excuse me”, please, “thank you”, locker, Internet, homework, draw, write, name, label</i> Standard 2: The language of Language Arts: <i>characters, setting</i> Standard 3: The language of Mathematics: <i>count, add, subtract</i> Standard 4: The language of Science: <i>objects, natural resources</i> Standard 5: The language of Social Studies: <i>history, research, chart, American symbol, memorial, monument, flag</i>
		R	<i>-Common social and instructional forms and patterns</i>		
		S	<i>-Everyday social and instructional words and expressions -General content-related words.</i>		
		W	<i>-Single words used to represent ideas.</i>		

October	<ul style="list-style-type: none"> • <i>Students will be exposed to fall traditions (i.e. apple picking, pumpkin carving, Halloween, Autumn Festivals, Harvest Moon)</i> • <i>Students will learn about popular legends/folktales associated with autumn (i.e. Johnny Appleseed, The Legend of Sleepy Hollow)</i> • <i>Students will distinguish between fiction and nonfiction.</i> • <i>Students will study and nonfiction.</i> • <i>Students will learn about astronomy.</i> 	L	<i>-Single statements or questions.</i>	<ul style="list-style-type: none"> - Johnny Appleseed or -Legend of Sleepy Hollow short excerpt -<i>Moonlight, Moon Bright</i>(Avenues D) p. 124 moon phases -<i>Fox in the Moon</i> (Avenues D) p. 130 -<i>The Moon</i> (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 -“Internet- Research Solar System” pg. 153 -Journal Summary 	<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> <p>Standard 5: The language of Social Studies: <i>place, culture</i></p>
		S	<i>-Words, phrases or chunks of language.</i>		
		R	<i>-Simple grammatical constructions (e.g. commands, Wh-questions, declaratives,) General content-related words.</i>		

		W	<p><i>-General content-related words.</i></p> <p><i>-Phrase-level grammatical structures.</i></p>	<p>Assignment (<i>Avenues D</i>) pg. 154 &155</p> <p>-Social Studies Comparison Chart (<i>Avenues D</i>) pg. 152</p>	
November	<ul style="list-style-type: none"> <i>Students will learn about food celebrations and traditions (i.e. going to a restaurant, preparing for a Thanksgiving meal, following a recipe).</i> <i>Students will learn about reality v. fantasy.</i> <i>Students will learn about</i> 	L	<p><i>-Single statements or questions.</i></p> <p><i>-General content-related words.</i></p>	<p><i>-The Ugly Vegetables (Avenues D) p. 70</i></p> <p><i>-How to Make Ugly Vegetable Soup (Avenues D) pg. 92</i></p> <p><i>-“Write a Recipe” (Avenues D) pg. 99</i></p> <p><i>-“Make a Class Graph” (Avenues D) pg. 99 w/</i></p>	<p>Standard 1: Social and Instructional language: <i>make, results, share, talk, cost, explain, write, “Please pass,” “toast”</i></p> <p>Standard 2: The language of Language Arts: <i>real,</i></p>
		S	<p><i>-Single words used to represent ideas.</i></p> <p><i>-Everyday social and instructional words and expressions.</i></p>		

	<p><i>the history of Thanksgiving (i.e. Mayflower, pilgrims, Mayflower Compact, etc.)</i></p>	<p>R</p>	<p><i>-An idea within words, phrases, or chunks of language.</i> <i>-Common social and instructional forms and patterns.</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 -<i>Rosa Maria’s Mice & Beans (Avenues D)</i> 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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		W	<p><i>-General content-related words.</i></p> <p><i>-Phrase-level grammatical structures.</i></p>		
December	<ul style="list-style-type: none"> <i>Students will learn about winter and holiday traditions associated with this season.</i> <i>Students will learn about winter weather patterns and seasons.</i> <i>Students will learn about snow day cancelation policy.</i> 	L	<p><i>-An idea within words, phrases, or chunks of language.</i></p> <p><i>-Common social and instructional forms and patterns.</i></p>	<p>-“What Causes Weather?” (Avenues D) pg. 181</p> <p>-Gluskabe & Old Man Winter (Avenues D) pg. 184</p> <p>-“Strategy: Problem/Solution” (Avenues D) pg. 206</p> <p>-“Making Inferences” (Avenues D) pg.210</p> <p>-Readers’ Theater rubric</p> <p>-Journal Activity</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: <i>inference, narrator, script, play, problem, event, solution, scene</i></p>
		S	<p><i>-Phrasal patterns associated with common social and instructional situations.</i></p> <p><i>-Phrase-level grammatical structures.</i></p>		

		<p>R</p> <p><i>-General content-related words.</i></p>	<p>W</p> <p><i>-Single words used to represent ideas.</i> <i>-Words, phrases, or chunks of language.</i></p>	<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>L</p> <p><i>-Single statements or questions.</i> <i>-Simple grammatical constructions (e.g. commands, Wh-questions, declaratives)</i> <i>-Common social and instructional forms and patterns.</i></p>	<p><i>-Sky Tree (Avenues D) pg. 214 & journal writing assignment aligned with illustrations</i> <i>-TEAM HOYT – CAN video & assignment</i> <i>- One Letter at a Time by Rick Hoyt – excerpt &</i></p>	<p>Standard 1: Social and Instructional language: <i>Complete, read, respond, classify, “Happy New Year”, resolution, painting</i></p> <p>Standard 2: The language</p>	

		<p>S</p>	<p><i>-Everyday social and instructional words and expressions.</i> <i>-Words, phrases, or chunks of language.</i> <i>-Single words used to represent ideas.</i></p>	<p>assignment -Bucket List (long term goal) Activity -Boston Marathon historical reading & assignment -Boston Marathon race route calculation assignment -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>
		<p>R</p>	<p><i>-General content-related words.</i> <i>-Everyday social and instructional words and expressions.</i></p>		

		W	<p><i>-General content-related words</i></p> <p><i>-Everyday social and instructional words and expressions.</i></p> <p><i>-Phrase-level grammatical structures.</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> 	L	<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>-The Gift of Words (Avenues D) pg. 462</i></p> <p><i>-“What’s your Favorite Poem?” (Avenues D) pg. 479</i></p> <p><i>-Valentine’s Day Greeting Card examples</i></p> <p><i>-“Make your own Valentine” activity, using symbols of Valentine’s day (i.e. heart, flowers,</i></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>
		S	<p><i>-Words, phrases, or chunks of language.</i></p> <p><i>-Single words used to represent ideas.</i></p> <p><i>-General content-related words.</i></p>		

		<p>R</p>	<p><i>-An idea within words, phrases, or chunks of language.</i> <i>- Single statements and questions.</i> <i>-Common social and instructional forms and patterns.</i></p>	<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>
		<p>W</p>	<p><i>-Everyday social and instructional words and expressions.</i> <i>-Phrase-level grammatical structures.</i> <i>-Phrasal patterns - associated with common social and instructional situations.</i></p>		

March	<ul style="list-style-type: none"> • <i>Students will study botany – how plants grow.</i> • <i>Students will learn about traditions associated with March (i.e. St. Patrick’s Day, “In Like a Lion, Out Like a Lamb”)</i> 	L	<ul style="list-style-type: none"> -<i>General content related words.</i> -<i>Simple grammatical constructions (e.g., commands, Wh-questions, declaratives)</i> 	<ul style="list-style-type: none"> -“How a Plant Grows” (<i>Avenues D</i>) pg. 104 & comprehension ?s (cooperative group assignment) 	<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> <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: <i>products, map, location</i></p>
		S	<ul style="list-style-type: none"> -<i>General content-related words.</i> -<i>Words, phrases, or chunks of language.</i> -<i>Single words used to represent ideas.</i> 	<ul style="list-style-type: none"> -“Life Cycle of a Plant” sequence chart -Planting ~ hands-on activity (documented in writing, using Graphic Organizer) 	
		R	<ul style="list-style-type: none"> -<i>General content-related words.</i> -<i>Simple grammatical constructions (e.g., commands, Wh-questions, declaratives)</i> 	<ul style="list-style-type: none"> -Caring for a plant checklist -Comparing different types of plants activity -“Strategy: Identifying Supporting Details (<i>Avenues D</i>) pg. 116 -“Write to Give Information” (<i>Avenues D</i>) pg.119 – “What’s your favorite plant?” -“Make a Product Map” (<i>Avenues D</i>) pg. 118 	

		W	<p><i>-Words, phrases, or chunks of language.</i></p> <p><i>-Single words used to represent ideas.</i></p> <p><i>-Phrase-level grammatical structures.</i></p> <p><i>-General content-related words.</i></p>		
April	<ul style="list-style-type: none"> <i>Students will learn about nutrition and healthy choices.</i> <i>Students will learn how to create commercials that persuade others.</i> 	L	<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><i>-Analysis of Nutrition Labels Assignment</i></p>	Standard 1: Social and Instructional language: <i>commercial, create, collaborate, compare</i>

		<p>S</p> <ul style="list-style-type: none"> -General content-related words. -Phrasal patterns associated with common social and instructional situations. -Words, phrases, or chunks of language. 		<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>R</p> <ul style="list-style-type: none"> -Common social and instructional forms and patterns. -Single statements or questions. 		
		<p>W</p> <ul style="list-style-type: none"> -Single words used to represent ideas. -Phrase-level grammatical structures. -General content-related words. 		
May	<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>L</p> <ul style="list-style-type: none"> -Single statements or questions. -General content-related words. 	- Short biography assignment (i.e. famous athlete) & oral presentation	<p>Standard 1: Social and Instructional language: <i>oral presentation, independent, technology, hobby, team, athlete,</i></p>

	<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>S</p>	<p><i>-Words, phrases, or chunks of language.</i> <i>-General content-related words.</i> <i>-Everyday social and instructional words and expressions.</i></p>	<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, note-taking, 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>
		<p>R</p>	<p><i>-General content-related words.</i> <i>-Simple grammatical constructions (e.g. commands, Wh-questions, declaratives.)</i></p>		

		W	<p><i>-Words, phrases, or chunks of language.</i></p> <p><i>-Single words used to represent ideas.</i></p> <p><i>-General content-related words.</i></p> <p><i>-Phrase-level grammatical structures.</i></p>		
June	<ul style="list-style-type: none"> <i>Students will learn about different immigrant experiences.</i> <i>Students will learn about different countries and</i> 	L	<p><i>-Single statements or questions.</i></p> <p><i>-An idea within words, phrases, or chunks of language.</i></p>	<p><i>-Respectfully Yours, Eve Bunting (Avenues D) pg. 338</i></p> <p><i>-“Tell Me About</i></p>	Standard 1: Social and Instructional language: <i>interview, question, answer, cause, effect, autobiography</i>

	<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> 	S	<p><i>-Words, phrases, or chunks of language</i></p> <p><i>-General content-related words</i></p> <p><i>-Phrasal patterns associated with common social and instructional situations.</i></p>	<p>Yourself' (Avenues D) pg. 336 –reflection & interview assignment</p> <p>- Country of Origin Poster Assignment with Graphic Organizer</p> <p>-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>
		R	<p><i>-General content-related words.</i></p> <p><i>-Everyday social and instructional words and expressions.</i></p>		
		W	<p><i>-Phrase-level grammatical structures</i></p> <p><i>-General content-related words</i></p> <p><i>-Everyday social and instructional words and expressions</i></p> <p><i>-Words, phrases, or chunks of language</i></p>		