

## Content-Based ESL Curriculum Map

Grade Span: 9-12

Proficiency Level: Beginner

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>	<i>Students introduce themselves</i>  <i>Students learn classroom vocabulary, how to ask for help</i>  <i>Students navigate the building and understand school policies</i>  <i>(start with alphabet for non-English speakers who do not have Roman alphabet)</i>	<b>L</b>	Demonstrates comprehension of every day words, phrases, objects by using pictures, actions, or objects	-Role play with social language  -Label classroom objects with 80% accuracy  -Teacher observation and worksheets	<b>Social and Instructional Language</b> <u>Key Vocabulary</u> Name Address Class Cafeteria Teacher Attendance Hallway Lavatory Library Computer Book Bus Flag Clock Door Window Gymnasium Auditorium Policy Dictionary Test Picture Photo
		<b>S</b>	Expresses basic personal needs and information (such as <i>health, food, clothing, weather, recreation</i> ) and school-related information, using spoken words and phrases.		
		<b>R</b>	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.		
		<b>W</b>	Identify previously learned words and phrases that are related to the topic of a writing task.		

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<b>October</b>	<i>Students understand US culture and fall customs</i>  <i>Students understand true/false, fiction/nonfiction</i>  <i>Students utilize dictionary skills</i>  <i>(explain Halloween costumes, esp. for those with trauma)</i>	<b>L</b>	Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects	-Creation of a word wall related to fall  -Teacher directed T/F questions after reading aloud selected ghost story  -Students highlight fictional elements of story  -Students write descriptive words related to things that scare them (use dictionary)	<b>Science:</b> Autumn Seasons  <b>Social Studies:</b> Custom  <b>ELA:</b> Fiction Nonfiction Composition Essay Excerpt author  <u>Key Vocabulary</u> Pumpkin Jack-o-lantern Night Scary Ghost Superstition
		<b>S</b>	Employ vocabulary essential for grade-level content learning.		
		<b>R</b>	Read words previously learned from grade-level content.		
		<b>W</b>	List descriptive details to be considered for a writing task.		
<b>November</b>	<i>Students will understand school cancellation policy</i>  <i>Students will understand weather terms and present related projects</i>	<b>L</b>	Understands interpersonal conversations when spoken to slowly and with repetition.	-Bogglesworldesl.com weather worksheet completion -Weather project (poster, diorama of weather in	<b>Science:</b> Snow Rain sleet Weather
		<b>S</b>	Uses essential grade level vocabulary of grade-level academic content		

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

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		W	Select an organizational approach (such as <i>most important information first to last</i> ) to emphasize important information in a writing task.		<u>Key Vocabulary</u> Family Album Ancestor Proud Comfort Holiday Tradition Immigration
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"> <li>- Read “Planet Earth, Inside and Out” in <u>Avenues F</u> and complete solar system diagram</li> <li>- Complete recycling graph and sculpture</li> </ul>	<u>Science:</u> Environment Planet Solar system recycle  <u>Math:</u> Graph Survey
S	Express confusion	R	Identify forms and purposes of informational texts		

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		<b>W</b>	List evidence from a literary or an informational text that supports a given topic sentence.		<u>Key Vocabulary</u> Map sculpture
<b>February</b>	<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>	<b>L</b>	Demonstrate understanding of academic content words and phrases in selected concept-based categories.	-Students will read and complete "George Washington" <u>Avenues F</u> and think and respond questions -Students will learn about Feb. holidays and make a word wall for each	<b><u>Social Studies:</u></b> President Independence Congress declare  <u>Key Vocabulary</u> Biography Valentine Card Heart Love Red symbolism
		<b>S</b>	Classify previously learned words by content themes or topics		
		<b>R</b>	Identify characteristics specific to common genres of literature		
		<b>W</b>	List new words and phrases related to the topic of a writing task.		

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<b>March</b>	<i>Students will study fiction and discuss symbolism</i>  <i>Students will be given an orientation to TOEFL</i>	<b>L</b>	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	<b>ELA:</b> Symbol Setting narrative <u>Key Vocabulary:</u> Dove Travel Move
		<b>S</b>	Use basic grammar patterns in speaking to produce familiar statements, questions, and commands.		
		<b>R</b>	Identify cognates to determine word meaning.  Locate words that appeal to the senses in written language.		
		<b>W</b>	Dictate short accounts of personal experiences.		
<b>April</b>	<i>Students will read about the body and make cross-disciplinary connections.</i>	<b>L</b>	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	<b>Science:</b> Skeleton Heart Oxygen Muscle Joint Nerves Bone
		<b>S</b>	Use appropriate words, phrases, and expressions to interact with peers and adults		
		<b>R</b>	Locate topic and supporting sentences in an expository paragraph.		

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		<b>W</b>	Diagram and label information to be conveyed in a writing task.		Spinal cord <u>Key Vocabulary:</u> Note-taking paraphrase
<b>May</b>	<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>	<b>L</b>	Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects	-Completion of map and time line with 85% accuracy -Presentation and Q/A to be assessed with school-wide rubrics for speaking (presenter) and listening (audience members).	<b>Social Studies:</b> Colonies Army Patriot Tax Tradesman Politics Hero Primary source Secondary source
		<b>S</b>	Make and respond to oral requests		
		<b>R</b>	Identify an author's goals, intents, and biases		
		<b>W</b>	Identify words that add precision to writing		
<b>June</b>	<i>Students will design an improvement plan to work on needed skills over the summer.</i>  <i>Students will receive a list of programs available to them over the summer.</i>  <i>Students will be orientation to summer reading and project requirements.</i>	<b>L</b>	Clarify meaning of words using beginning and bilingual dictionaries	-Completion of self and peer analysis -Collection of resources to aid in addressing skills deficits -Completion of self-directed packet to be worked on over summer as a means of self improvement	<u>Key Vocabulary:</u> Analysis Strength Weakness Research Data chart
		<b>S</b>	Rephrase ideas and thoughts to express meaning		
		<b>R</b>	Use letter-sound knowledge to decode written English		
		<b>W</b>	<i>Work collaboratively with peers when using technology in the classroom</i>		