

Content-Based ESL Curriculum Map

Grade Span: 7-8

Proficiency Level: 5

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	<ul style="list-style-type: none"> -<i>Rich descriptive discourse with complex sentences.</i> -<i>Words and expressions with shades of meaning across content areas</i> 	<ul style="list-style-type: none"> - “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 - Statue of Liberty Research Assignment (“Learn About a Symbol” pg. 333 <i>Avenues D</i>) - <i>The Mayor’s Song</i> by Shirleyann Costigan (<i>Avenues D</i>) pg. 16 - <i>James Ale</i> by Daphne Liu (<i>Avenues D</i>) pg. 18 	<p>Standard 1: Social and Instructional language: <i>hello, “My name is”, “excuse me,” please, thank you, locker, Internet ,homework</i></p> <p>Standard 2: The language of Language Arts: <i>characters, setting, genre, realistic fiction, true stories</i></p> <p>Standard 3: The language of Mathematics: <i>measurement, sort by attributes, numerals</i></p> <p>Standard 4: The language of Science: <i>objects, natural resources, diagram</i></p> <p>Standard 5: The language of Social Studies: <i>research, chart, American symbol, memorial, Monument, flag</i></p>
S	<ul style="list-style-type: none"> -<i>Multiple, complex sentences.</i> -<i>A variety of grammatical structures matched to purpose</i> 				
R	<ul style="list-style-type: none"> -<i>Technical and abstract content-area.</i> -<i>Cohesive and organized related ideas.</i> 				
W	<ul style="list-style-type: none"> -<i>Technical and abstract content-area language, including content-specific collocations.</i> -<i>Words and expressions with shades of meaning across content areas.</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 astronomy.</i> 	L	<ul style="list-style-type: none"> -<i>Cohesive and organized related ideas.</i> -<i>Compound, complex grammatical constructions (e.g. multiple phrases and clauses).</i> -<i>Words and expressions with shades of meaning across content areas.</i> 	<ul style="list-style-type: none"> - Johnny Appleseed reading -Legend of Sleepy Hollow reading -<i>Moonlight, Moon Bright(Avenues D) p. 124</i> moon phases -<i>Fox in the Moon (Avenues D) p. 130</i> -<i>The Moon (Avenues D) p. 158</i> -Venn Diagram assignment (Fiction v. Nonfiction) -Word Wall related to fall traditions -Journal activity -True/False quiz -“Multiply Weights” – moon weight v. earth weight (Avenues D) p. 172 	<p>Standard 1: Social and Instructional language: <i>directions, true/false, read, genre, goal, outcome, events, compare, different, same, section headings, captions, diagrams</i></p> <p>Standard 2: The language of Language Arts: <i>nonfiction, fiction, folktale, summary, characters, setting</i></p> <p>Standard 3: The language of Mathematics: <i>combine, multiply</i></p> <p>Standard 4: The language of Science: <i>research, star patterns, phases of moon, solar system, fact, surface,</i></p>
		S	<ul style="list-style-type: none"> -<i>A variety of grammatical structures matched to purpose.</i> -<i>Organized, cohesive and coherent expression of ideas.</i> 		
		R	<ul style="list-style-type: none"> -<i>A broad range of sentence patterns characteristic of particular content areas.</i> -<i>Technical and abstract content-area language, including content-specific collocations.</i> 		

		W	<p><i>-Organized, cohesive, and coherent expression of ideas.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>	<p>-“Internet- Research Solar System” pg. 153</p> <p>-Journal Summary Assignment (<i>Avenues D</i>) pg. 154 &155</p> <p>-“Goal & Outcome” (<i>Avenues D</i>) p. 150</p> <p>-Social Studies Comparison Chart (<i>Avenues D</i>) pg. 152</p> <p>-Venn Diagram assignment (Compare folktale from home to an American tale)</p> <p>-Create a fall story</p>	<p><i>crater, temperature, weight, gravity, force</i></p> <p>Standard 5: The language of Social Studies: <i>mountains, hills, cultures, geography, traditions</i></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,</i> 	L	<p><i>-Words and expressions with shades of meaning across content areas.</i></p> <p><i>-Cohesive and organized related ideas.</i></p>	<p><i>-The Ugly Vegetables</i> (<i>Avenues D</i>) p. 70</p> <p><i>-How to Make Ugly Vegetable Soup</i> (<i>Avenues D</i>) pg. 92</p>	<p>Standard 1: Social and Instructional language: <i>make, results, share, talk, cost, explain, write, “Please</i></p>

	<p><i>following a recipe).</i></p> <ul style="list-style-type: none"> • <i>Students will learn about reality v. fantasy.</i> • <i>Students will learn about the history of Thanksgiving (i.e. Mayflower, pilgrims, Mayflower Compact, etc.)</i> 	<p>S</p>	<p><i>-Multiple, complex sentences.</i> <i>-Technical and abstract content-area language, including content-specific collocations.</i></p>	<p>-Recipe Assignment (i.e. apple pie, pumpkin pie) -“Write a Recipe” (Avenues D) pg. 99 -“Make a Class Graph” (Avenues D) pg. 99 -historical excerpt assignment about the history of Thanksgiving -restaurant role play & “Calculate the Cost” -Math Activity “Price Computation” – order/tax/tip -Rosa Maria’s Mice & Beans (Avenues D) p.g. 368 -journal activity</p>	<p><i>pass,” “toast”</i></p> <p>Standard 2: The language of Language Arts: <i>reality, fantasy, personal narrative,</i></p> <p>Standard 3: The language of Mathematics: <i>graph, price, percentage, tip, cost, calculate, half, measurement</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, government, religion</i></p>
		<p>R</p>	<p><i>-Rich descriptive discourse with complex sentences.</i> <i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses).</i> <i>-A broad range of sentence patterns characteristic of particular content areas.</i></p>		

		W	<p><i>-A broad range of sentence patterns characteristic of particular content areas.</i></p> <p><i>-Organized, cohesive, and coherent expression of ideas.</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 cancellation policy.</i> 	L	<p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p> <p><i>-Cohesive and organized related ideas.</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>- Patricia Pollaco holiday</p>	<p>Standard 1: Social and Instructional language: <i>cancellation, radio, television, website, 2 hour delay, snowday</i></p> <p>Standard 2: The language of Language Arts: <i>dialogue, play, inference, narrator, script, problem,</i></p>
		S	<p><i>-Multiple, complex sentences.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>		

		<p>R</p> <p><i>-Rich descriptive discourse with complex sentences.</i> <i>-Compound, complex, grammatical constructions (e.g. multiple phrases and clauses)</i></p>	<p>story (Christmas/Hanuka) - A Christmas Carol – Charles Dickens & comprehension ?s - excerpt about Jack Frost -Readers’ Theater rubric -Write 3 paragraphs of dialogue -Journal Activity -“Meteorology Chart Assignment” (Avenues D) pg. 234 – (temperature/weather patterns, or snowfall accumulation chart) - Study of seasonal songs/carols & “Create a winter song” activity</p>	<p><i>event, solution, scene, retell</i></p> <p>Standard 3: The language of Mathematics: <i>accumulation, record, line graph</i></p> <p>Standard 4: The language of Science: <i>predict, weather, meteorology, blizzard, cold front, seasons</i></p> <p>Standard 5: The language of Social Studies: <i>religious, secular, climate, language, customs</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>-A broad range of sentence patterns characteristic of particular content areas.</i> <i>-Words and expressions with shades of meaning across content areas.</i></p>	<p>-Sky Tree (Avenues D) pg. 214 & journal writing assignment aligned with illustrations -TEAM HOYT – CAN</p>	<p>Standard 1: Social and Instructional language: <i>read, respond, classify, “Happy New Year”, resolution, painting,</i></p>

		<p>S</p>	<p><i>-Words and expressions with shades of meaning across content areas.</i> <i>-A variety of grammatical structures matched to purpose.</i></p>	<p>video & assignment - One Letter at a Time by Rick Hoyt – excerpt & assignment -Bucket List (long term goal) Activity -Boston Marathon historical reading & assignment -Boston Marathon race route calculation assignment -Boston Marathon race time comparison assignment -Research Activity- Computer Technology – Helping Disabilities -My Left Foot- Kristy Brown video and reading excerpt/assignment</p>	<p><i>caption, illustrations, “capture the feeling”, visuals</i></p> <p>Standard 2: The language of Language Arts: <i>essay, form, theme</i></p> <p>Standard 3: The language of Mathematics: <i>miles per hour, mileage</i></p> <p>Standard 4: The language of Science: <i>computer technology, disability, distance, velocity, stamina</i></p> <p>Standard 5: The language of Social Studies: <i>Boston Marathon, location, landmarks, map, city, national, local, community</i></p>
		<p>R</p>	<p><i>-Rich descriptive discourse with complex sentences.</i> <i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i> <i>-A broad range of sentence patterns characteristic of particular content areas.</i> <i>-Technical and abstract content-area language, including content specific collocations.</i></p>		

		W	<p><i>-A broad range of sentence patterns characteristic of particular content areas.</i></p> <p><i>-Organized, cohesive, and coherent expression of ideas.</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>L</p> <p><i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i></p> <p><i>-Cohesive and organized related ideas.</i></p> <p><i>-Rich descriptive discourse with complex sentences</i></p>	<p>S</p> <p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p> <p><i>-Multiple, complex sentences.</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>-“Write a 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, stanzas, rhythm, rhyme, collection,</i></p> <p>Standard 3: The language of Mathematics: <i>calculate, price, cost</i></p>

		<p>R</p>	<p><i>-Words and expressions with shades of meaning across content areas.</i> <i>-A broad range of sentence patterns characteristic of particular content-area</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</p>	<p>Standard 4: The language of Science: beats per minute, heart, internal organs, blood pressure, cholesterol, artery, blood</p> <p>Standard 5: The language of Social Studies: economics, supply/demand, profit, price, value, advertisement, consumer, producer, inflation</p>
		<p>W</p>	<p><i>-Organized, cohesive, and coherent expression of ideas.</i> <i>-A broad range of sentence patterns characteristic of particular content areas.</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	<i>-Rich descriptive discourse with complex sentences. -A broad range of sentence patterns characteristic of particular content areas.</i>	-“How a Plant Grows” (Avenues D) pg. 104 & comprehension ?s -“Life Cycle of a Plant” sequence chart -Planting –Hands-on activity (documented in writing) -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	Standard 1: Social and Instructional language: <i>section headings, diagrams, captions, sequence, label</i> Standard 2: The language of Language Arts: <i>supporting details, details, opinion</i> Standard 3: The language of Mathematics: <i>measure, inch, centimeter</i> Standard 4: The language of Science: <i>botany, annuals, perennials, fertilizer, roots, seed, sprout, petal, soil, water, garden, life cycle, mineral, soil</i> Standard 5: The language of Social Studies: <i>product map, city, connections</i>
		S	<i>-Words and expressions with shades of meaning across content areas. -A variety of grammatical structures matched to purpose.</i>		
		R	<i>-Technical and abstract content-area language, including content-specific collocations. -Compound, complex grammatical constructions (e.g. multiple phrase and clauses)</i>		

		W	<p><i>-Multiple, complex sentences.</i></p> <p><i>-Words and expressions with shades of meaning across content areas.</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> 	<p>L</p> <p><i>-Cohesive and organized related ideas.</i></p> <p><i>-Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i></p>	<p><i>-A broad range of sentence patterns characteristic of particular content areas.</i></p> <p><i>-Organized, cohesive, and coherent expression of ideas.</i></p>	<p><i>Ask Dr. Rinsa (Avenues D) pg. 404</i></p> <p><i>Good Enough to Eat (Avenues D) pg. 406</i></p> <p><i>-Spark excerpt – importance of exercise</i></p> <p><i>-Analysis of Nutrition Labels Assignment</i></p> <p><i>- Commercial Design project (persuade audience to buy healthy product)</i></p>	<p>Standard 1: Social and Instructional language: <i>persuade, design, commercial, brainstorm, analyze</i></p> <p>Standard 2: The language of Language Arts: <i>paraphrase, persuasive language, letter format (“Dear Dr.”)</i></p>

		<p>R</p> <p><i>-Words and expressions with shades of meaning across content areas.</i></p>			<p>Standard 3: The language of Mathematics: <i>compute, calculate, cost, add, total</i></p> <p>Standard 4: The language of Science: <i>digestion, absorb, nutrients, fat, calorie, metabolism, vitamins, healthy</i></p> <p>Standard 5: The language of Social Studies: <i>food economics, trends</i></p>
		<p>W</p> <p><i>-Multiple, complex sentences.</i></p> <p><i>-Organized, cohesive, and coherent expression of ideas.</i></p> <p><i>-Technical and abstract content-area language, including content-specific collocations.</i></p>			
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 biography.</i> <i>Students will conduct independent research and create a short oral presentation.</i> 	<p>L</p> <p><i>-Rich descriptive discourse with complex sentences.</i></p> <p><i>-Technical and abstract content-area language, including content-specific collocations</i></p>	<p>S</p> <p><i>-Organized, cohesive, and coherent expression of ideas.</i></p> <p><i>-A variety of grammatical structures matched to purpose.</i></p>	<p>-article about a sport/sporting event & activity</p> <p>- Research Checklist & activity (including technology)</p> <p>- Short biography assignment (i.e. famous athlete) & oral presentation</p> <p>-“Take a Stand”</p>	<p>Standard 1: Social and Instructional language: <i>biography, oral presentation, independent, research, technology, hobby, team, athlete, competition</i></p> <p>Standard 2: The language of Language Arts: <i>thesis, plagiarism, sources, outline, note-taking, proofread, edit</i></p>

		<p>R</p>	<p><i>-Words and expressions with shades of meaning across content areas.</i> <i>-Technical and abstract content-area language, including content-specific collocations.</i></p>	<p>assignment related to hobbies (i.e. the Pros & Cons of video games)</p>	<p>Standard 3: The language of Mathematics: <i>compute, deduce, calculate</i></p> <p>Standard 4: The language of Science: <i>athleticism, technological advancements</i></p> <p>Standard 5: The language of Social Studies: <i>origins, traditions, culture, country, history, record</i></p>
		<p>W</p>	<p><i>-Technical and abstract content-area language, including content-specific collocations.</i> <i>-A variety of grammatical structures matched to purpose.</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 traditions (i.e. geographical features, government styles, religions)</i> • <i>Students will learn how to conduct an interview.</i> 	L	<ul style="list-style-type: none"> -<i>Cohesive and organized related ideas.</i> - <i>Compound, complex grammatical constructions (e.g. multiple phrases and clauses)</i> 	<ul style="list-style-type: none"> -<i>Respectfully Yours, Eve Bunting (Avenues D) pg. 338</i> -<i>“Tell Me About Yourself” (Avenues D) pg. 336 –reflection & interview assignment</i> - <i>Country of Origin Poster Assignment</i> 	<p>Standard 1: Social and Instructional language: <i>interview, question, answer, cause, effect, autobiography</i></p> <p>Standard 2: The language of LanguageArts: <i>connects, relatives, experience, homesick, origin, 1st person, narrative</i></p> <p>Standard 3: The language of Mathematics: <i>bar graph, graph (v)</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>immigrant, photograph, historic photo</i></p>
		S	<ul style="list-style-type: none"> -<i>Multiple, complex sentences.</i> -<i>Organized, cohesive, and coherent expression of ideas.</i> 		
		R	<ul style="list-style-type: none"> -<i>A broad range of sentence patterns characteristic of particular content areas.</i> -<i>Technical and abstract content-area language, including content-specific collocations.</i> 		
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