

Content-Based ESL Curriculum Map

Grade Span: 9-12

Proficiency Level: Transitioning

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products (measurements of student attainment of Learning Goals)	Content-Area and Targeted Vocabulary
		L = Listening R = Reading S = Speaking W = Writing)			
September	<ul style="list-style-type: none"> Students will begin reading the novel <i>Holes</i> and be able to identify characterization methods, imagery, theme, and motif. 	L	<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	ELA- students will be introduced to an increased number of literary devices. <u>Key Vocabulary:</u> Nickname Guilty Innocent Charity Auction Motif Imagery Theme Utopia Symbol flashback
		S	<i>Communicates academic knowledge, using specific, technical, and abstract vocabulary of grade-level content.</i>		
		R	<i>Demonstrates fluency, comprehension, and efficient reading rate in a variety of texts.</i>		
		W	<i>Uses standard writing conventions, spelling, and sentence structures when editing.</i>		
October	<ul style="list-style-type: none"> Students will continue reading <i>Holes</i> and make interdisciplinary connections with science and history. 	L	<i>Understands when engaged in sustained, interpersonal interaction.</i>	- Completion of herpetologist project with 80% accuracy -Persuasive essay on Chief Joseph's Words of Surrender with 80% accuracy	Science- Students will examine the climate of Texas, the setting of the book, and examine some of the history of the old west. <u>Key Vocabulary:</u>
		S	<i>Rephrases ideas and thoughts orally to clarify meaning in social interactions.</i>		
		R	<i>Applies knowledge of word analysis to expand comprehension of vocabulary found in text.</i>		

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		W	<i>Writes a personal or persuasive essay, expressing an attitude or position.</i>		Biome Reptile Lizard Amphibian Invention Manifest destiny
November	<ul style="list-style-type: none"> • <i>Students will finish reading <u>Holes</u> and make interdisciplinary connections with math, art, and music.</i> 	L	<i>Understands inferential or abstract questions based on academic content.</i>	-Student draws an ad for “Sploosh” based on pre-set criteria -Student writes lyrics for a ballad and present to class to be evaluated by school rubric for presentation.	Math – 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.
		S	<i>Adjusts meaning by varying pace, rhythm, and pauses in a speech.</i>		
		R	<i>R.4.15 Analyzes how word choice and sentence variety advance an author’s purpose.</i>		

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		W	<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.	ELA -students will discuss effective tactics for media ads - students will listen to ballads and compose their own for a book character <u>Key Vocabulary:</u> Survey Graph Pie chart Rhetoric Ballad Media
December	<ul style="list-style-type: none"> <i>Students will learn about genocides throughout world history and the establishment of the United Nations their goals of the millennium.</i> 	L	<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.	<u>Key Vocabulary:</u> Genocide Concentration camp United Nations Propaganda Holocaust Child soldier
		S	<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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		R	<i>Demonstrates fluency, comprehension, and efficient reading rate in a variety of texts.</i>	essay	History -students will learn about factors contributing to the Holocaust, Rwandan genocide, Sudanese genocide, and atrocities in Sierra Leone.
		W	<i>Organizes ideas for writing with a thesis statement, introduction, paragraphs that build an argument, transition sentences</i>		
January	<ul style="list-style-type: none"> • <i>Students will begin to read <u>The Bite of the Mango</u> by M. Kamara</i> <p><i>**Alternative novel available for students with PSTD.</i></p>	L	<i>Identify topics for interaction that are appropriate to audience and setting.</i>	-Students will map the journey of Mariatu through Sierra Leone.	<u>Key Vocabulary:</u> Mango Palm Rebel Rite trauma Science -Students will tie in human growth and development topics (Maslow) in comparing their childhoods with Mariatu's.
		S	<i>Employ selected specialized language structures from varied academic areas.</i>	-Students will document the family tree of the Kamaras.	
		R	<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.	
		W	<i>Revise words and phrases to add detail to a writing task.</i>	-Students will read and respond to excerpts from child soldier accounts.	
February	<ul style="list-style-type: none"> • <i>Students will continue and finish reading <u>The Bite of</u></i> 	L	<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 such as the AIDS crisis in Africa.</i>	S	<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 Current Events – Students will use the articles on breakignewsEnglish.com on World Aids Day and John Lennon's <i>Imagine</i>
R		<i>Identify and document specific, topic-related information in resources, using indexes, bibliographies, tables of contents, and electronic search key words.</i>			
W		<i>Identify and correct tense inconsistencies when editing.</i>			
March	<ul style="list-style-type: none"> <i>Students will learn how to complete the college packet in preparation for post graduate plans.</i> 	L	<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
		S	<i>Employ varying degrees of formality in language as appropriate to audience and purpose.</i>		
		R	<i>Identify words whose meanings are not readily understood by their context.</i>		
		W	<i>Vary words in writing to enhance clarity.</i>		
April	<ul style="list-style-type: none"> <i>Students will learn how to complete work applications in preparation for post graduate or summer employment.</i> 	L	<i>Demonstrate comprehension of specialized language structures from varied academic content.</i>	-Students will complete a career inventory survey. Students will compose resumes and cover letters.	<u>Key Vocabulary:</u> Reference Letter of recommendation Interview Application
		S	<i>Employ varying degrees of formality in language as appropriate to audience and purpose.</i>		

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		R	<i>Identify words whose meanings are not readily understood by their context.</i>	-Students will practice mock interviews.	Salutation Closing
		W	<i>Vary words in writing to enhance clarity.</i>		
May	<ul style="list-style-type: none"> 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. 	L	<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
		S	<i>Elaborates on personal stories.</i>		
		R	<i>Analyze how word choice and sentence variety advance an author's purpose.</i>		
		W	<i>Writes a personal or persuasive essay, expressing an attitude or position.</i>		
June	<ul style="list-style-type: none"> Students will pick a topic for a research paper and learn MLA documentation style for parenthetical reference and creation of a works cited page. 	L	<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 <ul style="list-style-type: none"> Creating an outline Obtaining sources Notecards Rough draft Final draft 	Key vocabulary: Plagiarism Documentation Works cited Parenthetical reference Content area – ELA -Students will learn process writing and how to address the formal paper expectations they will meet upon mainstreaming into the general education classroom.
		S	<i>State a position and supports/justifies it.</i>		
		R	<i>Evaluate relevant information gained from a variety of sources.</i>		
		W	<i>Writes a research report that supports a thesis statement by using logical organization.</i>		

