**Northville Public Schools: LEVEL D ­ REACH ESL CURRICULUM MAP ­ Volume 1** 11/18/2016

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| **Unit of Study** | **Unit/Content**  What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?  **Topic Vocabulary** | | **Skills**  What do students have to be able to do related to the content? | **Essential Questions**  What are the fundamental, enduring questions that will guide study and instruction? | **Resources**  What materials, texts, videos, Internet, software, or human resources support instruction? | **Assessment**  What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned? |
| **Unit 1**  **Part 1** | **Happy to Help**  **Focus: The Power of Kindness** | **Key Words:**  **Social Studies Vocab:**  action, gift, receive, difference, problem, solution  **Academic Vocab:** kindness, understand, want, need, value  **Basic Vocab:** aunt, niece, father, daughter, sister, brother, grandfather, granddaughter, uncle, nephew, cousin, grandmother, grandson, family,  mother, son | **Language Strategies:**  ­Retell a story  ­Make and Respond to Requests  ­Complete Sentences  ­Subject and Predicate  ­Use Gestures and Expressions  - Use Nonverbal Cues  **Reading Strategies:**  ­Plan and Monitor  ­Plot  ­Characters  ­Poetic Form  **Fluency:**  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Realistic Fiction  ­Poem | How do people help each other?  Part 1:  Can one act of kindness make a difference? | Those Shoes (student book)  Guardian Angel (student book)  Teacher Edition – Volume 1: T2a­T34h  Practice Masters:  1.1: Happy to Help  1.2: Someone Who Needs Help  1.3: A Day at the Park  1.4: Those Shoes  1.5: Get Well Soon!   * 1. : Vocabulary Bingo   2. : Those Shoes   3. : Those Shoes   4. : Guardian Angel   5. : Compare Genres   1.11: Where’s the Kitten?  Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 1 – Part 1 ­ Key Words Test   * Content Words   Unit 1 – Part 1 ­ Key Words Test   * Academic Vocabulary   Unit 1 – Part 1 ­ Oral Language Rubrics – Optional  Unit Reading Test – Optional  Daily observations – participation and practice masters work |

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| **Unit 1** | **Happy to** | **Key Words:** | **Language** | How do people help | The World’s Greatest | Unit 1 – Part 2 ­ |
| **Help** |  | **Strategies:** | each other? | Underachiever | Key Words Test |
|  | **Social Studies** | ­Make |  | (student book) | – Content Words |
|  | **Focus:** | **Vocab:** | Comparisons | Part 2: |  |  |
| **Part 2** | **One** | improve, | ­Seek | How can one person | Joseph Lekuton: Making a | Unit 1 – Part 2 ­ |
| **Person’s** | neighborhood, | Clarification  ­Compete Subject and Predicate  ­Simple Subject/Simple Predicate Agreement  ­Listen and Learn from Others  ­Seek Clarification  ­Oral Report  **Reading Strategies:**  ­Monitor and Clarify  ­Make Comparisons  ­First­Person Narrator  ­Chronological Order  **Fluency:**  ­Intonation  ­Accuracy and Rate  **Writing:** Daily Writing Tasks  **Genre:**  ­Autobiography  ­Biography | change many lives? | Difference (student book)  Teacher Edition – Volume 1: T34i­T69  Practice Masters:   * 1. : Something That Has Improved   2. : Soup’s On, Kemal!   1.14: The World’s Greatest Underachiever  1.15: A Helping Paw 1.16:Compare Henry   * 1. : The World’s Greatest Underachiever   2. :Joseph Lekuton: Making a Difference   3. :Compare Points of View 1.20:We Like to Read   1.21:The *Be* Verb Game  1.22: Voice and Style  1.23: Story Map 1.24:Revise   * 1. : Edit and Proofread   Sing with Me Language Songs – Level D  NGReach.com   * + - Key Word Images     - Language Builder Picture Cards | Key Words Test  – Academic Vocabulary  Unit 1 – Part 2 ­ Oral Language Rubrics – Optional  Unit 1 – Reading Strategy Test – Optional  Daily observations – participation and practice masters work |
| **Impact** | individual, volunteer, offer  **Academic Vocab:** benefit, identify, learn, duty, impact  **Basic Vocab:** main building, fence, field, door, flag, flagpole, track, entrance,  steps, gym, window |

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| **Unit 2**  **Part 1** | **Nature’s Balance**  **Focus: Scarcity and Plenty in**  **Nature** | **Key Words:**  **Science Vocab:** amount, increase, behavior, supply, decrease  **Academic Vocab:** balance, react, control,  scarce, interact  **Basic Vocab:** bills, twenty dollars, dime, dollar, coins, quarter, five dollars, penny, ten dollar, nickel | **Language Strategies:**  ­Ask and Answer Questions  ­Restate an Idea or Paraphrase  ­Kinds of Sentences  ­Listen for the Main Idea  ­Connect Verbal and Nonverbal Language  **Reading Strategies:**  ­Ask Questions  ­Compare and Contrast  ­Setting  ­Plot  ­Questions/ Answer  **Fluency:**  ­Expression Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  **-**Humorous Story  ­Riddle | What happens when nature loses its balance?  Part 1:  Which is worse: too much or too little? | When the Pigs Took Over (Student Book)  Animals, More or Less (Student Book)  Teacher Edition – Volume 1 T70a­104h  Practice Masters:   * 1. : Nature’s Balance   2. : Comparing Supplies   3. : The Dog and the Squirrel 2.4: When the Pigs Took Over 2.5: What’s the Question?   2.6: When the Pigs Took Over 2.7: When the Pigs Took Over 2.8: Animals, More or Less 2.9: Compare Genres   * 1. : Food for the Birds   Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 2 – Part 1 ­ Key Words Test   * Content Words   Unit 2 – Part12 ­ Key Words Test   * Academic Vocabulary   Unit 2 – Part1 ­ Oral Language Rubrics – Optional  Daily observations – participation and practice masters work |

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| **Unit 2**  **Part 2** | **Nature’s Balance**  **Focus: Eco­syste ms** | **Key Words:**  **Science Vocab:** drought, food chain, river, ecosystem, level  **Academic Vocab:** competition, negative, resources, nature, positive  **Basic Vocab:** a book, a pen, a calculator, key, a pencil, an eraser, a piece of paper, a notebook, a ruler, a pair of scissors, a stapler | **Language Strategies:**  ­Give and Carry Out Commands  ­Give, Restate, Follow Instructions  ­Compound Sentences  ­Coordinating Conjunctions  ­Give Instructions  ­Use and Reuse Language  ­Narrative Presentation  **Reading Strategies:**  ­Ask Questions  ­Cause and Effect  ­Time Line  ­Topics and Main Idea  **Fluency:**  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily Writing tasks  **Genre:**  ­Science Article  ­Human Interest Feature | What happens when nature loses its balance?  Part 2:  How are the parts of an ecosystem connected? | When the Wolves Returned (Student Book)  Megafish Man (Student Book)  Teacher Edition – Volume 1 T104i­T141a)  Practice Masters:  2.11: Ecosystem Alert  2.12: All About Bears  2.13: When the Wolves Returned 2.14: Spin a Sentence  2.15: When the Wolves Returned 2.16: When the Wolves Returned 2.17: Megafish Man  2.18: Compare Ecosystems  2.19: Pets for Aziz   * 1. : Focus and Coherence   2. : Cause­and­Effect Diagram   3. : Revise   4. : Edit and Proofread   Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 2 – Part 2 ­ Key Words Test   * Content Words   Unit 2 – Part 2 ­ Key Words Test   * Academic Vocabulary   Unit 2 – Part 2 ­ Oral Language Rubrics – Optional  Daily observations – participation and practice masters work |

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| **Unit 3**  **Part 1** | **Life in the Soil**  **Focus: Plant Parts and Life Cycles** | **Key Words:**  **Science Vocab:** blossom, root, soil, cycle, seed, sprout  **Academic Vocab:** characteristics, depend, produce, conditions, growth  **Basic Vocab: Food:**  apple, banana, corn, rice, orange, beans, lettuce, tomato, bread, milk, cheese, onion | **Language Strategies:**  ­Give Information  ­Ask for Information  ­Plural Nouns with –s and –es  ­Nouns and Articles  ­Present in Sequence  ­Ask for Help  **Reading Strategies:**  ­Make Inferences  ­Sequence  ­Characters  ­Sensory Details  **Fluency:**  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Realistic Fiction  ­Haiku | What is so amazing about plants?  Part 1: What are plants like? | Two Old Potatoes and Me (Student Book)  America’s Sproutings (Student Book)  Teacher Edition – Volume 1 T142a­T174h)  Practice Masters:  3.1: Life in the Soil   * 1. : Steps in a Plant’s Life   2. : Too Many Rose Blossoms! 3.4: Two Old Potatoes and Me 3.5: Day in the Park   3. : Vocabulary Bingo   4. : Two Old Potatoes and Me 3.8: Two Old Potatoes and Me 3.9: America’s Sproutings   5. : Compare Genres   6. : Strange Garden Plants   Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 3 – Part 1 ­ Key Words Test   * Content Words   Unit 3 – Part 1 ­ Key Words Test   * Academic Vocabulary   Unit 3 – Part 1 ­ Oral Language Rubrics – Optional  Daily observations­ participation and practice masters work |

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| **Unit 3**  **Part 2** | **Life in the Soil**  **Focus: Plant Diversity** | **Key Words:**  **Science Vocab:** city, rain  forest, weed, desert, vine  **Academic Vocab:** diversity, organism, unique, environment, protect  **Basic Vocab: Food:** chicken, hot  dog, sandwich, chips, salsa, pizza, soup, egg, salad, taco, hamburger | **Language Strategies:**  ­Define and Explain  ­Count and Non­count Nouns  ­Common and Proper Nouns  ­More Plural Nouns  ­Listen Actively  ­Find Patterns in Language  ­News Report  **Reading Strategies:**  ­Make Inferences  ­Main Idea and Details  ­Photographs with captions  ­Author’s Purpose  **Fluency:**  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Science Article  ­Blog | What is so amazing about plants?  Part 2: What is it like where plants grow? | A Protected Place (Student Book)  Rosie’s Report (Student Book)  Teacher Edition – Volume 1 T174i­T207a)  Practice Masters:  3.12: Main Idea and Details 3.13: The Perfect Rain forest Animal  3:14: A Protected Place  3:15: People of the Reserve 3:16: A Protected Place  3:17: A Protected Place  3:18: Rosie’s Reports  3:19: Compare Text Features 3:20: The Make­It­Plural Game  3:21: Focus and Coherence 3:22: Main Idea and Details Diagram  3:23: Revise   * 1. : Edit and Proofread   Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 3 – Part 2 ­ Key Words Test   * Content Words   Unit 3 – Part 2 ­ Key Words Test   * Academic Vocabulary   Unit 3 – Part 2 ­ Oral Language Rubrics – Optional   * Daily observations – participation and practice masters work |

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| **Unit 4**  **Part 1** | **Let’s Work Together**  **Focus: Helping Each Other to Get What We Need** | **Key Vocab:**  **Social Studies Vocab:** advertisement, money, buyer, pay, market, seller **Academic Vocab:** accomplish, plenty, reward, cooperation, purpose  **Basic Vocab: Community Places:** bookstore, hardware store, clothing store, laundromat, flower shop, movie theater, fruit stand,  pharmacy, hair salon, shoe store | **Language Strategies:**  ­Express Needs, Wants, and Feelings  ­Engage in Conversation  ­Present­Tense Action Verbs  ­Present­Tense Verbs  ­Listen for Important Details  ­Listen for Important Details  ­Ask for Clarification  **Reading Strategies:**  ­Determine Importance  ­Theme  ­Third Person  ­Characters and Setting  **Fluency:**  ­Intonation  ­Accuracy and Rate  **Writing:** Daily writing Tasks  **Genre:**  ­Realistic Fiction | What’s the best way to get things done?  Part 1:  What are the rewards of working together? | Mama Panya’s Pancakes (Student Book)  Ba’s Business (Student Book)  Teacher Edition – Volume 1 T208a­T240h)  Practice Masters:  4.1: Let’s Work Together   * 1. : Theme Chart   2. : Food Drive   3. : Mama Panya’s Pancakes   4.5: Sentence Match  4.6: Mama Panya’s Pancakes  4.7: Mama Panya’s Pancakes 4.8: Ba’s Business   * 1. : Compare Characters   2. : Farmer’s Market   Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 4 – Part 1 ­ Key Words Test   * Content Words   Unit 4 – Part 1 ­ Key Words Test   * Academic Vocabulary   Unit 4– Part 1 ­ Oral Language Rubrics – Optional   * Daily observations – participation and practice masters work |

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| **Unit 4**  **Part 2** | **Let’s Work Together:**  **Focus: The Importan ce of New Ideas** | **Key Vocab:**  **Social Studies Vocab:** agriculture, farmer, harvest, crop, field, plow  **Academic Vocab:** alternative, future, sustain, conservation, method  **Basic Vocab: Community Places:**  bank, fire station, community youth center, police station, dentist’s office, post office, gas station, restaurant, hospital, supermarket | **Language Strategies:**  ­Persuade  ­Agree and Disagree  ­Helping Verbs: can, could, should  ­Helping Verbs: may, must, has to, have to  ­Forms of be/have; Subject­Verb Agreement  ­Adjust Your Language for Your Audience  ­Analyze Expressions  ­Persuasive Presentation  **Reading Strategies:**  ­Determine Importance  ­Sections, Section Headings  ­Author’s Purpose  **Fluency:**  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Persuasive Article  ­Fable | What’s the best way to get things done?  Part 2:  Why should we listen to new ideas? | A Better Way (Student Book)  The Ant and the Grasshopper (Student Book)  Teacher Edition – Volume 1 T240i­T273a)  Practice Masters:  4.11: What Do You Think? 4:12: Let’s Go to the Play! 4.13: A Better Way  4.14: Helping Verb Tic­Tac­Toe  4.15: Vocabulary Bingo  4:16: A Better Way  4:17: A Better Way  4.18: The Ant and the Grasshopper  4.19:Compare Purposes  4.20: What Is in the Garden?  4.21: Development of Ideas 4.22: Opinion Chart   * 1. : Revise   2. : Edit and Proofread   Sing with Me Language Songs – Level D  NGReach.com   * + - Build Background Video     - Key Word Images   Language Builder Picture Cards | Unit 4 – Part 2 ­ Key Words Test   * Content Words   Unit 4 – Part 2 ­ Key Words Test   * Academic Vocabulary   Unit 4 – Part 2 ­ Oral Language Rubrics – Optional  Daily observations – participation and practice masters work |