**Northville Public Schools: Level E ­ REACH ESL CURRICULUM MAP ­ Volume 1** 11/18/2016

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| **Unit** | **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** | **Living Tradition**  **Focus: Cultural Traditions** | **Key Vocab:**  **Social Studies Vocab:**  craft, musical, perform, pottery, tradition, weave  **Academic Vocab:**  create, culture, express, medium, style  **Basic Vocab: The Arts:**  act in a play, dance to the music, draw a picture, paint a picture, play the drums,  play the guitar, play the piano, sing a song, take a picture, write a story | **Language Function:**  ­Express Feelings  ­Agree and Disagree  ­Complete Sentences  ­Simple Subjects and Predicates  ­Listen for Implicit Ideas  ­Use Nonverbal Cues  ­Interview  **Reading Strategies:**  ­Plan and Monitor  ­Main Idea and Details  ­Questions and Answers  ­Quotations  ­Phrasing  ­Accuracy and Rate  **Writing:**  Daily writing tasks  **Genre:**  ­Interview  ­Biography | How important are traditions?  Part 1:  How can traditions shape who we are? | Josh Ponte: A Musical Journey (student book)  Shaped by Tradition (student book)  Teacher Edition – Volume 1 T2a – T36g  Sing with Me Language Songs – Level F  Practice Masters:   * 1. : Living Traditions   2. : Street Fair   3. : Family Gathering   4. : Josh Ponte: A Musical Journey   1.5: Let’s Agree  1.6: Josh Ponte: A Musical Journey  1.7: Josh Ponte: A Musical Journey  1.8: Shaped by Tradition   * 1. : Compare Author’s Purpose   1.10: Is It Complete?  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  Daily observations – participation and practice masters work |

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| **Unit 1**  **Part 2** | **Living Traditions**  **Focus: Family Traditions and Customs** | **Key Vocab:**  **Social Studies Vocab:** ancestor, ceremony, marriage, occasion,  ritual  **Academic Vocab:**  belief, custom, influence, relationship, role  **Basic Vocab: Family:**  aunt, family, grandfather, grandmother, mother, brother, niece, father, granddaughter, grandson, son, uncle, cousin, daughter, sister, nephew | **Language Functions:**  ­Ask for and Give Information  ­Compound Subjects  ­Compound Predicates  ­Subject­Verb Agreement  ­Give Instructions  ­Self­Monitor and Self­Correct  **Reading Strategies:**  ­Plan and Monitor  ­Plot  ­Character and Setting  ­Narrator  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Folk Tale  ­Magazine Article | How important are traditions?  Part 2:  How do traditions help guide us? | Martina the Beautiful Cockroach (student Book)  Coming of Age (student book)  Teacher Edition – Volume 1 T36i – T71a  Sing with Me Language Songs – Level F  Practice Master:  1.11: Plot of a Story  1.12: The Twins’ Birthday Party  1.13: Martina the Beautiful Cockroach  1.14: Spin, Create, and Say Aloud  1.15: Word Race   * 1. : Martina the Beautiful Cockroach   2. : Martina the Beautiful Cockroach   3. : Coming of Age   4. 1.19: Compare Content   5. : Please Agree   6. : Focus and Coherence   1.22: 5W’s Chart   * 1. : Revise   2. : Edit and Proofread   NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 1 – Part 2 ­ Key Words Test   * Content Words   Unit 1 – Part 2 ­ Key Words Test   * Academic Vocabulary   Unit 1 – Part 2 ­ Oral Language Rubrics – Optional  Daily observations – participation and practice masters work |

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| **Unit 2**  **Part 1** | **Animal Intelligence**  **Focus: Animal Behavior** | **Key Words:**  **Science Vocab:** adaptation, defend, predator, prey, trait  **Academic Vocab:** behavior, characteristics, response, strategy, survival  **Basic Vocab: Food:**  chicken, chips, salsa, egg, hamburger,  hot dog, pizza, salad, sandwich, soup, taco | **Language Function:**  ­Express Ideas  ­Engage in Discussion  ­Kinds of Sentences  ­Questions  ­Listen Actively  ­Find Patterns in Language  **Reading Strategies:**  ­Make Connections  ­Analyze Characters  ­Dialogue  ­Expression  ­Accuracy and Rate  **Writing**: Daily writing tasks  **Genre:**  Trickster Tale | Just how smart are animals?  Part 1:  What can we learn from animals? | Love and Roast Chicken (student book)  Mouse Deer and Farmer (student book)  Teacher Edition – Volume 1 T72a – T106h  Sing with Me Language Songs – Level F  Practice Masters:  2.1: Animal Intelligence  2.2: Tell About a Character  2.3: The Prickly Porcupine   * 1. : Love and Roast Chicken: A Trickster Tale from the Andes Mountains   2. : You Asked, Didn’t You?   2.6: Love and Roast Chicken  2.7: Love and Roast Chicken  2.8: Compare Characters’ Adventures   * 1. : It’s Not So Tricky!   NGReach.com   * + - Build Background Video     - Key Word Images     - Language Builder Picture Cards | Unit 2 – Part 1 ­ Key Words Test   * Content Words   Unit 2 – Part 1 ­ Key Words Test   * Academic Vocabulary   Unit 2 – Part 1 ­ Oral Language Rubrics – Optional  Daily observations – participation and practice masters work |

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| **Unit 2**  **Part 2** | **Animal Intelligence**  **Focus: Animal Intelligence** | **Key Words:**  **Science Vocab:** command, imitate, memory, pattern, skill, tool  **Academic Vocab:** ability, communicatio n, inherit, language, learn  **Basic Vocab: Greetings and Good­Byes:** Hi/Hey, Hello/Hello,  Hi there/Hello, Hello/Good Morning, Bye/See you later, Good­bye. Have a nice day./Good­bye, See you soon/Bye, Good­bye/Good­bye | **Language Function:**  ­Engage in Conversation  ­Tell an Original Story  ­Compound Sentences  ­Complex Sentences  ­Understand Compound Sentences  ­Use Gestures and Expressions  ­Relate to Personal Experience  **Reading Strategies:**  ­Make Connections  ­Main Idea and Details  ­Photographs and Captions  ­Writer’s Style  ­Intonation  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Science Article | Just how smart are animals?  Part 2:  How do animals show their intelligence? | Animal Smarts (student book)  The Clever Chips of Fongoli (student book)  Teacher Edition – Volume 1 T106i – T143a  Sing with Me Language Songs – Level F  Practice Masters:   * 1. : Identify Main Idea and Details   2. : Cat and Mouse   2.12: Animal Smarts  2.13: Why or When?  2.14: Animal Smarts   * 1. : Animal Smarts   2. : The Clever Chimps of Fongoli   3. : Compare Information   4. : The Game of Coordination   2.19: Development of Ideas  2.20: Main Idea Diagram  2.21: Revise   * 1. : Edit and Proofread   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** | **Amazing Places**  **Focus: Visualizing Other Places** | **Key Words:**  **Social Studies Vocab:** continent, country, equator, globe, hemisphere, inhabitant, map  **Academic Vocab:** border, imagine,  range, suggest, transport  **Basic Vocab: Places in the World**:  China, Columbia, Dominican Republic, El Salvador, Ethiopia, Guatemala, Haiti, India, Jamaica, Mexico, Pakistan, Peru, Philippines, Russia, South Korea, Vietnam, Iran | **Language Function:**  ­Give and Follow Directions  ­Give, Restate, and Follow Directions  ­Plural Nouns with *–s, ­es*  ­Nouns and Articles *a, an, the*  ­Listen for Important Details  ­Ask for Clarification  **Reading Strategies:**  ­Visualize  ­Theme  ­Setting  ­Elements of Poetry  ­Intonation  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Fictional Tale  ­Free Verse | Why learn about other places?  Part 1:  What helps us imagine the world? | How I Learned Geography (student book)  Tortillas Like Africa (student book)  Teacher Edition – Volume 1 T144a – T174h  Sing with Me Language Songs – Level F  Practice Masters:  3.1: Amazing Places   * 1. : Story Theme   2. : Kate’s Treasure Map   3. : How I Learned Geography   3.5: In a Box Game  3.6: How I Learned Geography  3.7:How I Learned Geography  3.8: Tortillas Like Africa   * 1. :Compare Figurative Language   3.10: Moving Day  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** | **Amazing Places**  **Focus: Amazing Places** | **Key Words:**  **Social Studies Vocab:** canyon, elevation, landform, ocean, plain, plateau, valley  **Academic Vocab:** feature, locate, physical, region, surface  **Basic Vocab: Seasons, Months, and Activities:**  winter, spring, summer, fall, sled down a hill, plant seeds, swim in a lake, rake leaves | **Language Function:**  ­Describe Places  ­Make and Respond to Requests  ­Irregular Plurals: Count/Non­co unt  ­Capitalization of Proper Nouns  ­More Plural Nouns  ­Adjust Speech for Purpose  ­Analyze Expressions  **Reading Strategies:**  ­Visualize  ­Main Idea and Details  ­Graphs and Diagrams  ­Genre: Profile  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Social Studies Article  ­Profile | Why learn about other places?  Part 2:  What makes a place amazing? | Extreme Earth (student book)  Photographing the World (student book)  Teacher Edition – Volume 1 T174i – T213a  Sing with Me Language Songs – Level F  Practice Masters:  3.11: Logical Order  3.12: Can You Count It?  3.13: Extreme Earth  3.14: A Proper Game  3.15:Around the World  3.16:Reread and Summarize: Outline   * 1. : Extreme Earth   2. : Photographing the World   3.19: Photographing the World  3.20: Saving a Forest from Fire  3.21: Organization  3.22: Brainstorm Your Topic  3.23: Revise   * 1. : Edit and Proofread   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** | **Power of Nature**  **Focus: How We Use Natural Resources** | **Key Words:**  **Science Vocab:** convert, electricity, generate, power, renewable, scarce  **Academic Vocab:** available, conservation, current, flow, resources  **Basic Vocab: Weather:** Today is cloudy. Today is foggy.  Today is rainy. Today is snowing.  Today is sunny. Today is windy. | **Language Function:**  ­Make Comparisons  ­Express Certainty, Probability, Possibility  ­Present­Tense Action Verbs  ­Present Progressive Tense  ­Listen and Learn from Others  ­Ask for Clarification  ­Instructions  **Reading Strategies:**  ­Ask Questions  ­Cause and Effect  ­Section Headings  ­Fact/Opinion  ­Intonation  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Science Article  ­Persuasive Essay | How do we relate to nature?  Part 1:  How powerful are wind and water? | Wind at Work (student book)  Water: The Blue Gold (student book)  Teacher Edition – Volume 1 T214a –T246h  Sing with Me Language Songs – Level F  Practice Masters:  4.1: Power of Nature  4.2: What Happens to Soil?  4.3: Ready, Set, Go!  4.4: Wind at Work  4.5: What is Happening Now?  4.6: Vocabulary Bingo  4.7: Wind at Work  4.8: Wind at Work  4.9: Water: The Blue Gold  4.10: Compare Genres  4.11: Lots of Action   * 1. : Water: Blue Gold   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** | **Power of Nature**  **Focus: Peoples’ Connection to the Natural World** | **Key Words:**  **Science Vocab:** atmosphere, element, landscape, material, natural  **Academic Vocab:** benefit, force, interact, modify, relate  **Basic Vocab: Parts of the Body:**  arm, elbow, back, body, chest, foot, toe, ankle, hand, finger, thumb, wrist, hip, knee, leg, shoulder, stomach | **Language Function:**  ­Express Needs and Wants  ­Ask for and Give Advice  ­Forms of *be*  ­Forms of *have* and Helping Verbs  ­Forms of *be*  and *have*  ­Adjust Your Speech for Your Audience  ­Relate to Personal Experience  **Reading Strategies:**  ­Ask Questions  ­Problem and Solution  ­Main Character  ­Sensory Language  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Tall Tale  ­Lyrical Poetry | How do we relate to nature?  Part 2:  How is nature part of us? | Doña Flor (student book)  Nature Inside Us (student book)  Teacher Edition – Volume 1 T246i – T281a  Sing with Me Language Songs – Level F  Practice Masters:  4.13: Problem and Solution  4.14: At the Beach  4.15: At the Park  4.16: Doña Flor   * 1. : Imagine This!   2. : Word Race   3. : Doña Flor   4. : Doña Flor   4.21:Comida  4.22:Compare Figurative Language  4.23: The Moon Is….  4:24:Voice and Style  4.25:Problem – and – Solution Chart   * 1. : Revise   4:27: Edit and Proofread  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 |