**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 Feelings­Agree and Disagree­Complete Sentences­Simple Subjects and Predicates­Listen for Implicit Ideas­Use Nonverbal Cues­Interview**Reading Strategies:**­Plan and Monitor­Main Idea and Details­Questions and Answers­Quotations­Phrasing­Accuracy and Rate**Writing:**Daily writing tasks**Genre:**­Interview­Biography | 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 – T36gSing with Me Language Songs – Level FPractice Masters:* 1. : Living Traditions
	2. : Street Fair
	3. : Family Gathering
	4. : Josh Ponte: A Musical Journey

1.5: Let’s Agree1.6: 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 – OptionalDaily 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 Information­Compound Subjects­Compound Predicates­Subject­Verb Agreement­Give Instructions­Self­Monitor and Self­Correct**Reading Strategies:**­Plan and Monitor­Plot­Character and Setting­Narrator­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Folk Tale­Magazine 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 – T71aSing with Me Language Songs – Level FPractice Master: 1.11: Plot of a Story1.12: The Twins’ Birthday Party 1.13: Martina the Beautiful Cockroach1.14: 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 – OptionalDaily 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 Ideas­Engage in Discussion­Kinds of Sentences­Questions­Listen Actively­Find Patterns in Language**Reading Strategies:**­Make Connections­Analyze Characters­Dialogue­Expression­Accuracy 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 – T106hSing with Me Language Songs – Level FPractice 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!

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		- Key Word Images
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 | 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 – OptionalDaily 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 Conversation­Tell an Original Story­Compound Sentences­Complex Sentences­Understand Compound Sentences­Use Gestures and Expressions­Relate to Personal Experience**Reading Strategies:**­Make Connections­Main Idea and Details­Photographs and Captions­Writer’s Style­Intonation­Accuracy 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 – T143aSing with Me Language Songs – Level FPractice 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 Diagram2.21: Revise* 1. : Edit and Proofread

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Unit 2 – Part 2 ­ Key Words Test* Academic Vocabulary

Unit 2 – Part 2 ­ Oral Language Rubrics – OptionalDaily 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 Directions­Give, Restate, and Follow Directions­Plural Nouns with *–s, ­es*­Nouns and Articles *a, an, the*­Listen for Important Details­Ask for Clarification**Reading Strategies:**­Visualize­Theme­Setting­Elements of Poetry­Intonation­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Fictional Tale­Free 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 – T174hSing with Me Language Songs – Level FPractice Masters: 3.1: Amazing Places* 1. : Story Theme
	2. : Kate’s Treasure Map
	3. : How I Learned Geography

3.5: In a Box Game3.6: How I Learned Geography 3.7:How I Learned Geography 3.8: Tortillas Like Africa* 1. :Compare Figurative Language

3.10: Moving DayNGReach.com* + - Build Background Video
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 | 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 – OptionalDaily 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 Places­Make and Respond to Requests­Irregular Plurals: Count/Non­co unt­Capitalization of Proper Nouns­More Plural Nouns­Adjust Speech for Purpose­Analyze Expressions**Reading Strategies:**­Visualize­Main Idea and Details­Graphs and Diagrams­Genre: Profile­Phrasing­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Social Studies Article­Profile | 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 – T213aSing with Me Language Songs – Level FPractice Masters: 3.11: Logical Order3.12: Can You Count It? 3.13: Extreme Earth3.14: 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: Organization3.22: Brainstorm Your Topic 3.23: Revise* 1. : Edit and Proofread

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 | 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 – OptionalDaily 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 Comparisons­Express Certainty, Probability, Possibility­Present­Tense Action Verbs­Present Progressive Tense­Listen and Learn from Others­Ask for Clarification­Instructions**Reading Strategies:**­Ask Questions­Cause and Effect­Section Headings­Fact/Opinion­Intonation­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Science Article­Persuasive 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 –T246hSing with Me Language Songs – Level FPractice Masters: 4.1: Power of Nature4.2: What Happens to Soil?4.3: Ready, Set, Go! 4.4: Wind at Work4.5: What is Happening Now? 4.6: Vocabulary Bingo4.7: Wind at Work 4.8: Wind at Work4.9: 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 – OptionalDaily 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 Wants­Ask for and Give Advice­Forms of *be*­Forms of *have* and Helping Verbs­Forms of *be*and *have*­Adjust Your Speech for Your Audience­Relate to Personal Experience**Reading Strategies:**­Ask Questions­Problem and Solution­Main Character­Sensory Language­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Tall Tale­Lyrical 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 – T281aSing with Me Language Songs – Level FPractice Masters:4.13: Problem and Solution 4.14: At the Beach4.15: At the Park 4.16: Doña Flor* 1. : Imagine This!
	2. : Word Race
	3. : Doña Flor
	4. : Doña Flor

4.21:Comida4.22: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 ProofreadNGReach.com* + - Build Background Video
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 | 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 – OptionalDaily observations – participation and practice masters work |