

Northville Public Schools: Level E REACH ESL CURRICULUM MAP Volume 1

3/22/2018

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?
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<p>Unit 1 Part 1</p>	<p>Living Traditions</p> <p>Focus: Cultural Traditions</p>	<p>Key Vocab: Social Studies Vocab: craft, musical, perform, pottery, tradition, weave</p> <p>Academic Vocab: create, culture, express, medium, style</p> <p>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</p>	<p>Language Function: Express Feelings Agree and Disagree Complete Sentences Simple Subjects and Predicates Listen for Implicit Ideas Use Nonverbal Cues Interview</p> <p>Reading Strategies: Plan and Monitor Main Idea and Details Questions and Answers Quotations Phrasing Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Interview Biography</p>	<p>How important are traditions?</p> <p>Part 1: How can traditions shape who we are?</p>	<p><u>Josh Ponte: A Musical Journey</u> (student book)</p> <p><u>Shaped by Tradition</u> (student book)</p> <p>Teacher Edition – Volume 1 T2a – T36g</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 1.1 : Living Traditions 1.2: Street Fair 1.3: Family Gathering 1.4 : 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 1.9 : Compare Author’s Purpose 1.10: Is It Complete?</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 1 – Part 1 Key Words Test – Content Words</p> <p>Unit 1 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 1 Part 2</p>	<p>Living Traditions</p> <p>Focus: Family Traditions and Customs</p>	<p>Key Vocab:</p> <p>Social Studies Vocab: ancestor, ceremony, marriage, occasion, ritual</p> <p>Academic Vocab: belief, custom, influence, relationship, role</p> <p>Basic Vocab: Family: aunt, family, grandfather, grandmother, mother, brother, niece, father, granddaughter, grandson, son, uncle, cousin, daughter, sister, nephew</p>	<p>Language Functions:</p> <p>Ask for and Give Information Compound Subjects Compound Predicates Subject-Verb Agreement Give Instructions Self-Monitor and Self-Correct</p> <p>Reading Strategies:</p> <p>Plan and Monitor Plot Character and Setting Narrator Expression Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Folk Tale Magazine Article</p>	<p>How important are traditions?</p> <p>Part 2: How do traditions help guide us?</p>	<p><u>Martina the Beautiful Cockroach</u> (student book)</p> <p><u>Coming of Age</u> (student book)</p> <p>Teacher Edition – Volume 1 T36i – T71a</p> <p>Sing with Me Language Songs – Level F</p> <p>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 1.16 : Martina the Beautiful Cockroach 1.17 : Martina the Beautiful Cockroach 1.18 : Coming of Age 1.19 1.19: Compare Content 1.20 : Please Agree 1.21 : Focus and Coherence 1.22: 5W’s Chart 1.23 : Revise 1.24 : Edit and Proofread</p> <p>NGReach.com</p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 1 – Part 2 Key Words Test – Content Words</p> <p>Unit 1 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 1 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 2 Part 1</p>	<p>Animal Intelligence</p> <p>Focus: Animal Behavior</p>	<p>Key Words:</p> <p>Science Vocab: adaptation, defend, predator, prey, trait</p> <p>Academic Vocab: behavior, characteristics, response, strategy, survival</p> <p>Basic Vocab: chicken, chips, salsa, egg, hamburger, hot dog, pizza, salad, sandwich, soup, taco</p>	<p>Language Function:</p> <p>Express Ideas Engage in Discussion Kinds of Sentences Questions Listen Actively Find Patterns in Language</p> <p>Reading Strategies:</p> <p>Make Connections Analyze Characters Dialogue Expression Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Trickster Tale</p>	<p>Just how smart are animals?</p> <p>Part 1: What can we learn from animals?</p>	<p><u>Love and Roast Chicken</u> (student book)</p> <p><u>Mouse Deer and Farmer</u> (student book)</p> <p>Teacher Edition – Volume 1 T72a – T106h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 2.1: Animal Intelligence 2.2: Tell About a Character 2.3: The Prickly Porcupine 2.9: Love and Roast Chicken: A Trickster Tale from the Andes Mountains 2.10 : You Asked, Didn't You? 2.6: Love and Roast Chicken 2.7: Love and Roast Chicken 2.8: Compare Characters' Adventures 2.11 : It's Not So Tricky!</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 2 – Part 1 Key Words Test – Content Words</p> <p>Unit 2 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 2 Part 2</p>	<p>Animal Intelligence</p> <p>Focus: Animal Intelligence</p>	<p>Key Words:</p> <p>Science Vocab: command, imitate, memory, pattern, skill, tool</p> <p>Academic Vocab: ability, communication, inherit, language, learn</p> <p>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</p>	<p>Language Function:</p> <p>Engage in Conversation</p> <p>Tell an Original Story</p> <p>Compound Sentences</p> <p>Complex Sentences</p> <p>Understand Compound Sentences</p> <p>Use Gestures and Expressions</p> <p>Relate to Personal Experience</p> <p>Reading Strategies:</p> <p>Make Connections</p> <p>Main Idea and Details</p> <p>Photographs and Captions</p> <p>Writer’s Style</p> <p>Intonation</p> <p>Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Science Article</p>	<p>Just how smart are animals?</p> <p>Part 2: How do animals show their intelligence?</p>	<p><u>Animal Smarts</u> (student book)</p> <p><u>The Clever Chips of Fongoli</u> (student book)</p> <p>Teacher Edition – Volume 1 T106i – T143a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters:</p> <p>2.10 : Identify Main Idea and Details</p> <p>2.11 : Cat and Mouse</p> <p>2.12: Animal Smarts</p> <p>2.13: Why or When?</p> <p>2.14: Animal Smarts</p> <p>2.15 : Animal Smarts</p> <p>2.16 : The Clever Chimps of Fongoli</p> <p>2.17 : Compare Information</p> <p>2.18 : The Game of Coordination</p> <p>2.19: Development of Ideas</p> <p>2.20: Main Idea Diagram</p> <p>2.21: Revise</p> <p>2.22 : Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 2 – Part 2 Key Words Test – Content Words</p> <p>Unit 2 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 2 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 3 Part 1</p>	<p>Amazing Places Focus: Visualizing Other Places</p>	<p>Key Words: Social Studies Vocab: continent, country, equator, globe, hemisphere, inhabitant, map</p> <p>Academic Vocab: border, imagine, range, suggest, transport</p> <p>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</p>	<p>Language Function: Give and Follow Directions Give, Restate, and Follow Directions Plural Nouns with <i>-s, es</i> Nouns and Articles <i>a, an, the</i> Listen for Important Details Ask for Clarification</p> <p>Reading Strategies: Visualize Theme Setting Elements of Poetry Intonation Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Fictional Tale Free Verse</p>	<p>Why learn about other places?</p> <p>Part 1: What helps us imagine the world?</p>	<p><u>How I Learned Geography</u> (student book)</p> <p><u>Tortillas Like Africa</u> (student book)</p> <p>Teacher Edition – Volume 1 T144a – T174h</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters: 3.1: Amazing Places 3.2 : Story Theme 3.3: Kate’s Treasure Map 3.4 : 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 3.9 :Compare Figurative Language 3.10: Moving Day</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 3 – Part 1 Key Words Test – Content Words</p> <p>Unit 3 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 1 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 3 Part 2</p>	<p>Amazing Places</p> <p>Focus: Amazing Places</p>	<p>Key Words:</p> <p>Social Studies Vocab: canyon, elevation, landform, ocean, plain, plateau, valley</p> <p>Academic Vocab: feature, locate, physical, region, surface</p> <p>Basic Vocab: Seasons, Months, and Activities: winter, spring, summer, fall, sled down a hill, plant seeds, swim in a lake, rake leaves</p>	<p>Language Function: Describe Places</p> <p>Make and Respond to Requests</p> <p>Irregular Plurals: Count/Noncount</p> <p>Capitalization of Proper Nouns</p> <p>More Plural Nouns</p> <p>Adjust Speech for Purpose</p> <p>Analyze Expressions</p> <p>Reading Strategies: Visualize</p> <p>Main Idea and Details</p> <p>Graphs and Diagrams</p> <p>Genre: Profile</p> <p>Phrasing</p> <p>Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Social Studies Article Profile</p>	<p>Why learn about other places?</p> <p>Part 2: What makes a place amazing?</p>	<p><u>Extreme Earth</u> (student book)</p> <p><u>Photographing the World</u> (student book) Teacher Edition – Volume 1 T174i – T213a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters:</p> <p>3.11: Logical Order</p> <p>3.12: Can You Count It?</p> <p>3.13: Extreme Earth</p> <p>3.14: A Proper Game</p> <p>3.15: Around the World</p> <p>3.16: Reread and Summarize: Outline</p> <p>3.17 : Extreme Earth</p> <p>3.18 : Photographing the World</p> <p>3.19: Photographing the World</p> <p>3.20: Saving a Forest from Fire</p> <p>3.21: Organization</p> <p>3.22: Brainstorm Your Topic</p> <p>3.23: Revise</p> <p>3.19 : Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 3 – Part 2 Key Words Test – Content Words</p> <p>Unit 3 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 3 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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<p>Unit 4 Part 1</p>	<p>Power of Nature</p> <p>Focus: How We Use Natural Resources</p>	<p>Key Words:</p> <p>Science Vocab: convert, electricity, generate, power, renewable, scarce</p> <p>Academic Vocab: available, conservation, current, flow, resources</p> <p>Basic Vocab: Weather: Today is cloudy. Today is foggy. Today is rainy. Today is snowing. Today is sunny. Today is windy.</p>	<p>Language Function: Make Comparisons Express Certainty, Probability, Possibility Present Tense Action Verbs Present Progressive Tense Listen and Learn from Others Ask for Clarification Instructions</p> <p>Reading Strategies: Ask Questions Cause and Effect Section Headings Fact/Opinion Intonation Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre: Science Article Persuasive Essay</p>	<p>How do we relate to nature?</p> <p>Part 1: How powerful are wind and water?</p>	<p><u>Wind at Work</u> (student book)</p> <p><u>Water: The Blue Gold</u> (student book)</p> <p>Teacher Edition – Volume 1 T214a –T246h</p> <p>Sing with Me Language Songs – Level F</p> <p>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 4.12 : Water: Blue Gold</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> • Build Background Video • Key Word Images • Language Builder Picture Cards 	<p>Unit 4 – Part 1 Key Words Test – Content Words</p> <p>Unit 4 – Part 1 Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 1 Oral Language Rubrics – Optional Daily observations – participation and practice masters work</p>
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<p>Unit 4 Part 2</p>	<p>Power of Nature</p> <p>Focus: Peoples’ Connecti on to the Natural World</p>	<p>Key Words:</p> <p>Science Vocab: atmosphere, element, landscape, material, natural</p> <p>Academic Vocab: benefit, force, interact, modify, relate</p> <p>Basic Vocab: Parts of the Body: arm, elbow, back, body, chest, foot, toe, ankle, hand, finger, thumb, wrist, hip, knee, leg, shoulder, stomach</p>	<p>Language Function:</p> <p>Express Needs and Wants</p> <p>Ask for and Give Advice</p> <p>Forms of <i>be</i></p> <p>Forms of <i>have</i> and Helping Verbs</p> <p>Forms of <i>be</i> and <i>have</i></p> <p>Adjust Your Speech for Your Audience</p> <p>Relate to Personal Experience</p> <p>Reading Strategies:</p> <p>Ask Questions</p> <p>Problem and Solution</p> <p>Main Character</p> <p>Sensory Language Expression</p> <p>Accuracy and Rate</p> <p>Writing: Daily writing tasks</p> <p>Genre:</p> <p>Tall Tale</p> <p>Lyrical Poetry</p>	<p>How do we relate to nature?</p> <p>Part 2: How is nature part of us?</p>	<p><u>Doña Flor</u> (student book)</p> <p><u>Nature Inside Us</u> (student book)</p> <p>Teacher Edition – Volume 1 T246i – T281a</p> <p>Sing with Me Language Songs – Level F</p> <p>Practice Masters:</p> <p>4.13: Problem and Solution</p> <p>4.14: At the Beach</p> <p>4.15: At the Park</p> <p>4.16: Doña Flor</p> <p>4.17 : Imagine This!</p> <p>4.18 : Word Race</p> <p>4.19 : Doña Flor</p> <p>4.20 : Doña Flor</p> <p>4.21:Comida</p> <p>4.22:Compare Figurative Language</p> <p>4.23: The Moon Is....</p> <p>4:24:Voice and Style</p> <p>4.25:Problem – and – Solution Chart</p> <p>4.26 : Revise</p> <p>4:27: Edit and Proofread</p> <p><u>NGReach.com</u></p> <ul style="list-style-type: none"> ● <u>Build Background Video</u> ● <u>Key Word Images</u> ● <u>Language Builder Picture Cards</u> 	<p>Unit 4 – Part 2 Key Words Test – Content Words</p> <p>Unit 4 – Part 2 Key Words Test – Academic Vocabulary</p> <p>Unit 4 – Part 2 Oral Language Rubrics – Optional</p> <p>Daily observations – participation and practice masters work</p>
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