**Northville Public Schools: LEVEL F ­ REACH ESL CURRICULUM MAP ­ Volume 1** 11/17/16

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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** | **Crossing Between Cultures****Focus: Benefits and Challenges of Immigration** | **Key Words:****Social Studies Vocab:**country, culture, education, employment, immigration**Academic Vocab:** opportunity, refuge, symbol, transition, translate**Basic Vocab: Family:**aunt, family, grandfather, grandmother, mother, brother, niece, father, son, uncle, cousin, daughter, granddaughter, grandson, sister, nephew | **Language Function:**­Ask for and Give Information­Give Detailed Information­Complete Subject and Predicate­Complete Sentences­Listen to and Learn from Others­Review and Rehearse**Reading Strategies:**­Plan and Monitor­Character Development­Narrator­Generalizing­Expression­Accuracy and Rate**Writing:** Daily Writing Tasks**Genre:**­Story­Oral History | How can where you are change who you are?Part 1:Why do people move to new places? | My Diary from Here to There (student book)I Was Dreaming to Come to America (student book)Teacher Edition – Volume 1: T2a­T38hPractice Masters:1.1: Crossing Between Cultures 1.2:How a Character Changes 1.3:A New Sport1.4: My Diary from Here to There 1.5: Find Those Parts!* 1. : Vocabulary Bingo
	2. : My Diary from Here to There

1.8: My Diary from Here to There 1.9: Reflection Journal* 1. : Compare Genres
	2. : Grammar: Complete Sentences Sing with Me Language Songs – Level F

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** | **Crossing Between Cultures****Focus: Adjusting to a New Culture** | **Key Vocab:****Social Studies Vcoab:** custom, ethnic, citizenship, origin, foreign**Academic Vocab:**adapt, identify, society, diversity, challenge**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:**­Ask and Answer Questions­Make and Respond to Requests­Compound Subjects­Compound Predicates­Compound Subjects; Subject­Verb Agreement­Stay on Topic­Ask for Clarification­Interview**Reading Strategies:**­Plan and Monitor­Compare and Contrast­Point of View­Literacy Language­Captions, Labels, Map­Expression­Accuracy and Rate**Writing:** Daily Writing Tasks**Genres:**­Autobiography­Documentary | How can where you are change who you are?Part 2:What does it mean to fit in? | A Refugee Remembers (student book)American Stories (student book)Teacher Edition – Volume 1: T38i – T75aPractice Masters: 1.12: Map and Talk 1.13: Two into One* 1. : The Autobiography of John Bul Dau
	2. : The Lost Boys
	3. : Words Around the World

1.17: A Refugee Remembers 1.18: A Refugee Remembers 1.19: Dialogue Journal1.20: Compare Literary Language1:21: Grammar: Compound Subjects and Subject­Verb Agreement1.22: Focus and Coherence 1.23: T­Chart1.24: Revise* 1. : Edit and Proofread

Sing with Me Language Songs – Level F 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** | **Catching the Light****Focus: The****Importance of the Sun** | **Key Words:****Science Vocab:** absorb, reflect, transmit, heat, thermal**Academic Vocab:**event, assume, theory, explanation, power**Basic Vocab: Times and Days of the Week:**morning, night, afternoon, noon, evening, day | **Language Function:**­Give and Carry Out Commands­Give, Restate, and Follow Commands­Different Kinds of Sentences­Questions with yes/noAnswers, do and does­Kinds of Sentences­Give Instructions­Create Visual Maps**Reading Strategies:**­Ask Questions­Character­Point of View­Compare Myths­Intonation­Accuracy and Rate**Writing:** Daily Writing Tasks**Genre:**­Myth | What is thepower of the sun?Part 1:What would happen if the sun disappeared? | Ten Suns: A Chinese Myth (student book)How the Fifth Sun Came to Be: An Aztec Myth(student book)Teacher Edition – Volume 1: T76a – T112hPractice Masters: 2.1:Catching the Light 2.2: Our Characters 2.3: The Fantastic Sun 2.4: Ten Suns2.5: The Question Game 2.6: Ten Suns2.7: Ten Suns2.8: How the Fifth Sun Came to Be 2.9: Compare Origin Myths* 1. : The Story of the Sun

Sing with Me Language Songs – Level F NGReach.com* + - 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** | **Catching the Light****Focus:****The Sun As Energy** | **Key Vocab:****Science Vocab:** circuit, conduct, current, electrical, insulate, solar, volt, watt**Academic Vocab:** alternate, energy, obstacle, decrease, rely**Basic Vocab: In the Classroom:** board, bookcase, chair, clock,computer, desk, map, student, table, teacher | **Language Function:**­Verify­Verify or Confirm Information­Compound Sentences­Complex Sentences­Compound and Complex Sentences­Listen and Take and Make Notes­Ask for Help­Instructions**Reading Strategy:**­Ask Questions­Goal and Outcome­Diagram­Summarizing- Phrasing­Accuracy and Rate**Writing:** Daily Writing Tasks**Genre:**­Blog­How­To Article | What is thepower of the sun?Part 2:How do we capture sunlight? | Energy for the Future (student book)How to Make a Solar Oven (student book)Teacher Edition – Volume 1: T112i – T149aSing with Me Language Songs – Level F Practice Masters:* 1. : A School Project
	2. : Energy for Our Planet
	3. 2.13: Thomas Culhane

2.14: Use Complex Sentences 2.15: Energy for the Future 2.16: Energy for the Future2.17: How to Make a Solar Oven 2.18: Compare Online Documents 2.19: Sun Baked Potatoes2.20: Focus and Coherence 2.21: Character Chart2:22: Revise2.23: Edit and ProofreadNGReach.com* Build Background Video
* Key Word Images
* Language Builder
 | 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** | **Nature’s Network****Focus: Relationship s in Nature** | **Key Words:****Science Vocab:** carnivore, consumer, food chain, herbivore, omnivore, producer**Academic Vocab:** cooperate, essential, partnership, store, transfer**Basic Vocab: Food:**apple, banana, orange, beans, bread, cheese, corn, rice, lettuce, milk, onion, tomato | **Language Function:**­Tell an Original Story­Summarize­Nouns and Articles: *a, an, the*­Plural Nouns with –s and –es­Summarize Spoken Messages­Make Language Connections**Reading Strategies:**­Determine Importance­Plot­Setting­Use Multiple Text Features and Graphics­Intonation­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Realistic Fiction­Expository Nonfiction | What is nature’s network?Part 1: How are living things connected? | Coyote and Badger (student book)Living Links (student book)Teacher Edition – Volume 1 T150a – T184hSing with Me Language Songs – Level F Practice Masters:3.1: Nature’s Network 3.2:Retell a Story3.3: What’s for Dinner? 3.4:Coyote and Badger3.5: The Make­It­Plural Game 3.6: Vocabulary Bingo3.7: Coyote and Badger 3.8: Coyote and Badger 3.9: Living Links* 1. : Compare Content

 3.11: What Do They Eat?NGReach.com* + - Build Background Video
		- Key Word Images

Language Builder | 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** | **Nature’s Network****Focus: Interactions in the Ocean** | **Key Words:****Science Vocab:** classify, magnify, microscope, nutrients, photosynthesis**Basic Vocab: Technology:** camera, cell phone, computer, copier, DVD player, laptop computer, music player,speakers, television, video camera | **Language Function:**­Engage in Conversation­Retell a Story­Count and Non­count Nouns­Irregular Plural Nouns­More Plural Nouns­Listen for Main Idea­Analyze Expressions­Panel Discussion**Reading Strategies:**­Determine Importance­Main Idea and Details­Interview­Charts and Tables­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Interview­Science Article | What is nature’s network?Part 2: Why are the small things in nature important? | Fish of the Future (student book)Phyto­Power! (student book)Teacher Edition – Volume 1 T184i – T221aSing with me Language Songs – Level F Practice Masters:* 1. : Small Things, Big Idea!
	2. : Living Things

3.14: Fish of the Future 3.15: The Irregulars 3.16: Fish of the Future 3.17: Fish of the Future 3.18: Phyto­Power!* 1. : Compare Genres
	2. : The Make­It­Plural Game

3.21: Organization* 1. : Chart
	2. : Revise
	3. : Edit and Proofread

NGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder
 | 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** | **Justice****Focus: Slavery and Other Injustices** | **Key Vocab:****Social Studies Vocab:** abolish, emancipation, escape, law,plantation, slavery**Academic Vocab:** equality, freedom,distinguish, risk, route**Basic Vocab: Signs and Safety**: bathroom sign, bus stop sign, crossing sign, crossing light, exit sign, hospital sign, stop sign, traffic light, railroad crossing sign, speed limit sign | **Language Function:**­Justify­Express Certainty, Probablity, Possibility-Present­Tense Action Verbs­Action Verbs: Present Progressive­Use Gestures and Expressions­Compare and Contrast Language**Reading Strategies:**­Make Inferences­Theme­Characters and Setting­Figurative Language­Expression­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Tale­History Article | What is justice?Part 1:What would you risk for justice? | Crossing Bok Chitto (student book)Journey to Freedom (student book)Teacher Edition – Volume 1T222a – T256hSing with Me Language Songs – Level F Practice Masters:* 1. : Justice
	2. : TV Show
	3. : The Action Game
	4. 4.4: Crossing Bok Chitto
	5. 4.5: Freedom

4.6: Crossing Bok Chitto 4.7: Crossing Bok Chitto 4.8: Journey to Freedom* 1. : Compare Figurative Language

4.10: Stories on the WallNGReach.com* + - Build Background Video
		- Key Word Images

Language Builder | Unit 4 – Part 1* Key Words Test – Content Words

Unit 4 – Part 1* Key Words

Test – Academic VocabularyUnit 4 – Part 1- Oral Language Rubrics – Optional* Daily observations – participation and practice masters work
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| **Unit 4****Part 2** | **Justice****Focus: Fighting for Justice** | **Key Vocab:****Social Studies Vocab:** conditions, demands, labor, nonviolence, protest, strike**Academic Vocab:** barriers, conflict,demonstrate, oppose, require**Basic Vocab: Community Places and Workers:** bank, community youth center, dentist’s office, gas station, hospital, fire station, police station, post office, restaurant, supermarket | **Language Function:**­Negotiate­Verbs: *Am, Is, Are*­Verbs: *Have, Has*­Forms of *Be*and *Have*­Interpret a Speaker’s Message­Analyze ExpressionsNarrative Presentation**Reading Strategies:**­Make Inferences­Sequence­Point of View­Literary Language­Phrasing­Accuracy and Rate**Writing:** Daily writing tasks**Genre:**­Biography­Social Studies Article | What is justice?Part 2:How can we achieve justice? | Harvesting Hope (student book)A Filmmaker for Justice (student book)Teacher Edition – Volume 1 T256i – T297aSing with Me Language Songs – Level F Practice Masters:* 1. : Thinking Map: Sequence Chain
	2. : The Strike
	3. : Harvesting Hope
	4. : Complete It
	5. : Harvesting Hope: The Story of Cesar Chavez
	6. : Harvesting Hope: The Story of Cesar Chavez
	7. : A Filmmaker for Justice

4.18: Compare Literary Language 4.19: Bus Strike4.20: Organization4:21: Brainstorm Your Topic 4.22: Source Cards* 1. : Outline
	2. : Revise
	3. : Edit and Proofread

NGReach.com* + - Build Background Video
		- Key Word Images
		- Language Builder
 | 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
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