**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 Information  ­Give Detailed Information  ­Complete Subject and Predicate  ­Complete Sentences  ­Listen to and Learn from Others  ­Review and Rehearse  **Reading Strategies:**  ­Plan and Monitor  ­Character Development  ­Narrator  ­Generalizing  ­Expression  ­Accuracy and Rate  **Writing:** Daily Writing Tasks  **Genre:**  ­Story  ­Oral 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: T2a­T38h  Practice Masters:  1.1: Crossing Between Cultures  1.2:How a Character Changes  1.3:A New Sport  1.4: 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/Good  ­bye. | **Language Function:**  ­Ask and Answer Questions  ­Make and Respond to Requests  ­Compound Subjects  ­Compound Predicates  ­Compound Subjects; Subject­Verb Agreement  ­Stay on Topic  ­Ask for Clarification  ­Interview  **Reading Strategies:**  ­Plan and Monitor  ­Compare and Contrast  ­Point of View  ­Literacy Language  ­Captions, Labels, Map  ­Expression  ­Accuracy and Rate  **Writing:** Daily Writing Tasks  **Genres:**  ­Autobiography  ­Documentary | 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 – T75a  Practice 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 Journal  1.20: Compare Literary Language  1:21: Grammar: Compound Subjects and Subject­Verb Agreement  1.22: Focus and Coherence  1.23: T­Chart  1.24: 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 Commands  ­Give, Restate, and Follow Commands  ­Different Kinds of Sentences  ­Questions with yes/no  Answers, do and does  ­Kinds of Sentences  ­Give Instructions  ­Create Visual Maps  **Reading Strategies:**  ­Ask Questions  ­Character  ­Point of View  ­Compare Myths  ­Intonation  ­Accuracy and Rate  **Writing:** Daily Writing Tasks  **Genre:**  ­Myth | What is the  power 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 – T112h  Practice Masters:  2.1:Catching the Light  2.2: Our Characters  2.3: The Fantastic Sun  2.4: Ten Suns  2.5: The Question Game  2.6: Ten Suns  2.7: Ten Suns  2.8: 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:**  ­Verify  ­Verify or Confirm Information  ­Compound Sentences  ­Complex Sentences  ­Compound and Complex Sentences  ­Listen and Take and Make Notes  ­Ask for Help  ­Instructions  **Reading Strategy:**  ­Ask Questions  ­Goal and Outcome  ­Diagram  ­Summarizing  - Phrasing  ­Accuracy and Rate  **Writing:** Daily Writing Tasks  **Genre:**  ­Blog  ­How­To Article | What is the  power 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 – T149a  Sing 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 Future  2.17: How to Make a Solar Oven  2.18: Compare Online Documents  2.19: Sun Baked Potatoes  2.20: Focus and Coherence  2.21: Character Chart  2:22: Revise  2.23: Edit and Proofread  NGReach.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 Story  ­Summarize  ­Nouns and Articles: *a, an, the*  ­Plural Nouns with –s and –es  ­Summarize Spoken Messages  ­Make Language Connections  **Reading Strategies:**  ­Determine Importance  ­Plot  ­Setting  ­Use Multiple Text Features and Graphics  ­Intonation  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Realistic Fiction  ­Expository 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 – T184h  Sing with Me Language Songs – Level F Practice Masters:  3.1: Nature’s Network  3.2:Retell a Story  3.3: What’s for Dinner?  3.4:Coyote and Badger  3.5: The Make­It­Plural Game  3.6: Vocabulary Bingo  3.7: 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 Conversation  ­Retell a Story  ­Count and Non­count Nouns  ­Irregular Plural Nouns  ­More Plural Nouns  ­Listen for Main Idea  ­Analyze Expressions  ­Panel Discussion  **Reading Strategies:**  ­Determine Importance  ­Main Idea and Details  ­Interview  ­Charts and Tables  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Interview  ­Science 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 – T221a  Sing 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:**  ­Justify  ­Express Certainty, Probablity, Possibility  -Present­Tense Action Verbs  ­Action Verbs: Present Progressive  ­Use Gestures and Expressions  ­Compare and Contrast Language  **Reading Strategies:**  ­Make Inferences  ­Theme  ­Characters and Setting  ­Figurative Language  ­Expression  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Tale  ­History 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 1  T222a – T256h  Sing 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 Wall  NGReach.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 Vocabulary  Unit 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:**  ­Negotiate  ­Verbs: *Am, Is, Are*  ­Verbs: *Have, Has*  ­Forms of *Be*  and *Have*  ­Interpret a Speaker’s Message  ­Analyze Expressions  Narrative Presentation  **Reading Strategies:**  ­Make Inferences  ­Sequence  ­Point of View  ­Literary Language  ­Phrasing  ­Accuracy and Rate  **Writing:** Daily writing tasks  **Genre:**  ­Biography  ­Social 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 – T297a  Sing 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 Strike  4.20: Organization  4:21: 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 |