

Hazleton Area School District

ELD Curriculum

Aligned to PA Core Standards and
English Language Proficiency Standards



(6th- 8th Grade)

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of [standards aligned system](#). The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no [achievement gap](#) where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to **develop, master, and practice the skills**, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

English Language Proficiency Standards

English Language Development Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 6-8

16.1.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.6-8.1L Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	16.1.6-8.1L Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	16.1.6-8.1L Identify positive ways of interacting socially based on oral descriptions with a partner.	16.1.6-8.1L Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	16.1.6-8.1L Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	Reading	16.1.6-8.1R Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	16.1.6-8.2R Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	16.1.6-8.3R Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	16.1.6-8.4R Draw conclusions on topics gathered from everyday print in highlighted text.	16.1.6-8.5R Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
PRODUCTIVE	Speaking	16.1.6-8.1S State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.2S Ask and respond to simple WH-conversational questions or exchange information with picture cues.	16.1.6-8.3S Exchange everyday information using conversation models with partners.	16.1.6-8.4S Participate in conversation using idiomatic expressions or slang in a small group.	16.1.6-8.5S Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable
	Writing	16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 6-8

16.2.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames.	16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	Reading	16.2.6-8.1R Match words to illustrations that reflect main ideas of an illustrated text.	16.2.6-8.2R Locate phrases that reflect the main ideas of an illustrated text.	16.2.6-8.3R Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	16.2.6-8.4R Identify the central and related ideas of a text in sentences using a story map while working in a small group.	16.2.6-8.5R Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC.1.2.6.L CC.1.2.7.L CC.1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
	Speaking	16.2.6-8.1S Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	16.2.6-8.2S Describe the main idea using short phrases with a partner.	16.2.6-8.3S Connect three details to one main idea with an adapted text in a small group of 3-4.	16.2.6-8.4S Explain the connection between different details and at least two main ideas in a small group of 3-4.	16.2.6-8.5S Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B
	Writing	16.2.6-8.1W Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that ...; Finally...).	16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart.	16.2.6-8.4W Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P

Grade Level: 6-8

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.6-8.1L Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	16.3.6-8.2L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	16.3.6-8.3L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	16.3.6-8.4L Match two dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	16.3.6-8.5L Select two dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral description from a presentation to the whole class.	CC.2.3.7.A.2 CC.2.3.8.A.2
	Reading	16.3.6-8.1R Match order of operations terms with symbols with teacher prompting.	16.3.6-8.2R Identify key terms to determine the order of operations in a shared reading of a story problem.	16.3.6-8.3R Demonstrate the order of multi-step problems using manipulatives.	16.3.6-8.4R Follow written directions to solve a multi-step problem based on models.	16.3.6-8.5R Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	Speaking	16.3.6-8.1S Name math terms as depicted on flash cards.	16.3.6-8.2S State the steps needed to solve a visually depicted math problem using manipulatives.	16.3.6-8.3S Explain the steps used to solve a visually supported math problem.	16.3.6-8.4S Analyze the process for solving grade-level math problems with a partner.	16.3.6-8.5S Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.	16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.	16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn diagram.	16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.	16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 6-8

16.4.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter.	16.4.6-8.2L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner.	16.4.6-8.5L Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	16.4.6-8.1R Match names of recyclable objects with illustrations with a bilingual dictionary.	16.4.6-8.2R Match sentence strips to illustrations of the steps in the recycling process with a partner.	16.4.6-8.3R Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	16.4.6-8.4R Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	16.4.6-8.5R Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	Speaking	16.4.6-8.1S Name the components of the Milky Way using visuals as a guide.	16.4.6-8.2S Restate the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.3S Ask questions about the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.4S Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	16.4.6-8.5S Analyze orally the interconnectedness of the components of the Milky Way in a small group.	3.3.6.B1 3.3.7.B1
	Writing	16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model.	16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation.	16.4.6-8.4W Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	16.4.6-8.5W Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.6-8.1L Locate places or geographic features on a map from oral description..	16.5.6-8.2L Select appropriate maps to identify regions, countries or landforms from oral description.	16.5.6-8.3L Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	16.5.6-8.4L Compare and contrast different types of maps from oral descriptions using a graphic organizer.	16.5.6-8.5L Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
	Reading	16.5.6-8.1R Identify words and phrases from text and charts with visual support.	16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer.	16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer.	16.5.6-8.4R Analyze data based on information and charts in a small group.	16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	Speaking	16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner.	16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	16.5.6-8.3S Role-play scenes from the lives of historical figures or events with a team.	16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	16.5.6-8.5S Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
	Writing	16.5.6-8.1W Label pictures of historical events with a partner.	16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames.	16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram.	16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group.	16.5.6-8.5W Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

Curriculum Timeline ELD Level 1 Grades 6-8

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
	Timezones 1						
3 Weeks Weeks 1-3	Unit 1: What's your favorite video game?	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W	N/A CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K	Multilingual learners will: <ul style="list-style-type: none"> Talk about popular movies, singers, video games, etc. Real English: Really? 	Grammar: Wh- questions: what and who What's his favorite movie? Who's her favorite singer? What's your favorite video game? Vocabulary: People Sports Games Parts of speech: nouns, verbs, adjectives Pronunciation: Contractions: What's/Who's Reading: : My Favorite Things Writing: Self-introduction Video: What's Your Favorite? Extra: A world map	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample Unit Projects Exit Tickets

		<p>Science</p> <p>16.4.6-8.2W</p>	<p>CC.1.4.6.D</p> <p>CC.1.4.7.D</p> <p>CC.1.4.8.D</p> <p>CC.1.4.6.P</p> <p>CC.1.4.7.P</p> <p>CC.1.4.8.P</p>				
		<p>Social Studies</p> <p>16.5.6-8.1L</p>	<p>3.1.6.A2</p> <p>3.1.7.A2</p> <p>3.1.6.A5</p> <p>3.1.7.A5</p> <p>7.1.6.B</p> <p>7.1.7.B</p> <p>7.1.8.B</p> <p>7.1.6.A</p> <p>7.1.7.A</p> <p>7.1.8.A</p>	<p>Label a drawing/model of a plant cell using a word bank from an illustrated model. (green spaces connection)</p> <p>Locate places or geographic features on a map from oral description..</p>			
<p>3 Weeks</p> <p>Weeks 4-6</p>	<p>Unit 2: This Place is Amazing!</p>	<p>Social/Instructional</p> <p>16.1.6-8.1L</p> <p>16.1.6-8.1R</p> <p>16.1.6-8.1S</p> <p>16.1.6-8.1W</p>	<p>N/A</p>	<p>Multilingual learners will:</p> <ul style="list-style-type: none"> Describe places Real English: Wow! 	<p>Unit 2:</p> <p>Grammar: Using be and adjectives: The buildings are amazing. They're very new. Is the street long?</p>	<p>Neo+</p> <p>System 44</p>	<p>Unit Assessments</p> <p>Formative Assessments</p> <p>Writing Sample</p>

		<p>L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W</p> <p>Math: 16.3.6-8.1W</p>	<p>CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P</p>	<ul style="list-style-type: none"> Create and label a bar graph with poll results 	<p>Vocabulary: Places Adjectives Conjunctions: and, but Pronunciation: Long and short i sounds Reading: Amazing Places Writing: Poster Video: Ha Long Bay</p>	<p>Unit Projects Exit Tickets</p>
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		<p>Math: 16.3.6.6-8.1S</p> <p>Social Studies 16.5.6-8.1R</p>	<p>CC1.2.8.L</p> <p>CC1.3.6.K</p> <p>CC1.3.7.K</p> <p>CC1.3.8.K</p> <p>CC.1.4.6.D</p> <p>CC.1.4.7.D</p> <p>CC.1.4.8.D</p> <p>CC.1.4.6.P</p> <p>CC.1.4.7.P</p> <p>CC.1.4.8.P</p> <p>CC.2.2.7.B.3</p> <p>CC.2.2.8.B.3</p> <p>8.1.6.C</p> <p>8.1.7.C</p> <p>8.1.8.C</p>	<ul style="list-style-type: none"> Name math terms as depicted on flash cards Identify words and phrases from text and charts with visual support 			
3 Weeks Weeks 10-12	Unit 4: This is my Family	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W	N/A	<p>Multilingual learners will:</p> <ul style="list-style-type: none"> Describe family members Talk about family activities Real English: Yeah! 	<p>Grammar: Using have: She has a brother. I have two sisters. They don't have any brothers. Do they have any cousins?</p> <p>Vocabulary: Family</p>	Neo+ System 44	<p>Unit Assessments</p> <p>Formative Assessments</p> <p>Writing Sample</p>

		L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P		members and relationships Prefix: great Pronunciation: Reduction: do and does Reading: From Japan to Hawaii Writing: Email Video: The Bhatti Family		Unit Projects Exit Tickets
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		Math 16.3.6-8.1L	CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P CC2.3.7.A.2 CC2.3.8.A.2	<ul style="list-style-type: none"> • Match dimensional shapes with a partner from oral description using single words or phrases (Food shapes can be used.) 			
		Science 16.4.6-8.1W	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5	<ul style="list-style-type: none"> • Label a drawing/model of a plant cell using pre-printed word cards with a partner. (Complete for a food such as a vegetable, fruit, etc.) 			

		<p>Math 16.3.6-8.1R</p> <p>Social Studies 16.5.6-8.1W</p>	<p>CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P</p> <p>CC.2.2.7.B.3 CC.2.2.8.B.3</p> <p>8.1.6.A 8.1.7.A 8.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C</p>	<ul style="list-style-type: none">• Match order of operations terms with symbols with teacher prompting• Label pictures of historical events with a partner			
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		<p>Science 16.4.6-8.1R</p> <p>16.4.6-8.1W</p>	<p>CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P</p> <p>4.3.6.D</p> <p>3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5</p>	<ul style="list-style-type: none"> Match names of recyclable objects with illustrations with a bilingual dictionary Label a drawing/model of a plant cell using pre-printed word cards with a partner. (Compare an animal cell to a plant cell to connect.) 			
3 Weeks Weeks 22-24	Unit 8: How Much is That T-Shirt?	<p>Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W</p> <p>L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W</p>	<p>N/A</p> <p>CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A</p>	<p>Multilingual learners will:</p> <ul style="list-style-type: none"> Ask for prices Buying and selling things Real English: Excuse me. 	<p>Grammar: Expressions for buying and selling: How much is this T-shirt? It's 20 dollars. Would you like this hat? I'd like that wallet, please Vocabulary: Personal items Prices Phrasal verbs with up Pronunciation: Saying prices Reading: It's a Pop-Up Store!</p>	Neo+ System 44	<p>Unit Assessments</p> <p>Formative Assessments</p> <p>Writing Sample</p> <p>Unit Projects</p> <p>Exit Tickets</p>

			CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P Math 16.3.6-8.1R CC.2.2.7.B.3 CC.2.2.8.B.3		Writing: Text message Video: Singles Day		
3 Weeks Weeks	Unit 9: What Are You Doing?	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R	N/A	Multilingual learners will: <ul style="list-style-type: none"> Match order of operations terms with symbols with teacher prompting 	Grammar: Present progressive: I'm texting. Are they	Neo+ System 44	Unit Assessments

		<p>Science 16.4.6-8.1L</p> <p>Social Studies 16.5.6-8.1L</p>	<p>CC.1.4.8.P</p> <p>CC2.3.7.A.2</p> <p>CC2.3.8.A.2</p>	<p>using single words or phrases (pyramid)</p> <ul style="list-style-type: none"> • Critique peer science fair presentations with a rubric and an interpreter. (Modify for unit by discussing 3d printer projects featured.) • Locate places or geographic features on a map from oral description.. 			
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			<p>S8.A.1.1</p> <p>Science as Inquiry</p> <p>(e.g. 3.1.6.A9</p> <p>3.1.7.A9</p> <p>3.1.8.A9)</p>				
			<p>7.1.6.B</p> <p>7.1.7.B</p> <p>7.1.8.B</p> <p>7.1.6.A</p> <p>7.1.7.A</p> <p>7.1.8.A</p>				
3 Weeks Weeks 28-30	Unit 10: What's the Weather Like?	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W	N/A	Multilingual learners will: <ul style="list-style-type: none"> Describe the weather and climate Real English: What's up? 	Grammar: Weather-related expressions: What's the weather like? How hot is it? Is it usually cold in the winter? Vocabulary: Weather Seasons Phrasal verbs with out Pronunciation: Final	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample Unit Projects Exit Tickets

			<p>CC.1.2.6.A</p> <p>CC.1.2.7.A</p> <p>CC.1.2.8.A</p> <p>CC.1.3.6.A</p> <p>CC.1.3.7.A</p> <p>CC.1.3.8.A</p> <p>CC.1.5.6.A</p> <p>CC.1.5.7.A</p> <p>CC.1.5.8.A</p> <p>CC.1.5.6.B</p> <p>CC.1.5.7.B</p> <p>CC.1.5.8.B</p> <p>CC1.2.6.L</p> <p>CC1.2.7.L</p> <p>CC1.2.8.L</p> <p>CC1.3.6.K</p> <p>CC1.3.7.K</p> <p>CC1.3.8.K</p> <p>CC.1.4.6.D</p> <p>CC.1.4.7.D</p> <p>CC.1.4.8.D</p> <p>CC.1.4.6.P</p> <p>CC.1.4.7.P</p> <p>CC.1.4.8.P</p>		<p>-y sound</p> <p>Reading: A Weather Balloon Project</p> <p>Writing: Email</p> <p>Video: Loki Lego Launcher 2.0:</p>		
		<p>Social Studies</p> <p>16.5.6-8.1L</p>		<ul style="list-style-type: none"> Locate places or geographic features on a map from oral 			

				description..			
			7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A				
3 Weeks Weeks 31-33	Unit 11: I Went to Australia!	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W	N/A	Multilingual learners will: <ul style="list-style-type: none"> Talk about past events Describe travel experiences Real English: That sounds great! 	Grammar: Simple past: I went to the beach. He stayed at home. What did you do? Did you go camping? Vocabulary: Vacation activities Verb phrases Suffix: -ful Pronunciation: -ed sounds	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample Unit Projects Exit Tickets

		<p>CC.1.2.6.A</p> <p>CC.1.2.7.A</p> <p>CC.1.2.8.A</p> <p>CC.1.3.6.A</p> <p>CC.1.3.7.A</p> <p>CC.1.3.8.A</p> <p>CC.1.5.6.A</p> <p>CC.1.5.7.A</p> <p>CC.1.5.8.A</p> <p>CC.1.5.6.B</p> <p>CC.1.5.7.B</p> <p>CC.1.5.8.B</p> <p>CC1.2.6.L</p> <p>CC1.2.7.L</p> <p>CC1.2.8.L</p> <p>CC1.3.6.K</p> <p>CC1.3.7.K</p> <p>CC1.3.8.K</p> <p>CC.1.4.6.D</p> <p>CC.1.4.7.D</p> <p>CC.1.4.8.D</p> <p>CC.1.4.6.P</p> <p>CC.1.4.7.P</p> <p>CC.1.4.8.P</p>	<p>• Name the</p>	<p>Reading: Walking Through Jordan</p> <p>Writing: Descriptive paragraph</p> <p>Video: An Amazing Journey</p>		
		<p>Science</p> <p>16.4.6-8.1S</p>				

		<p>Social Studies 16.5.6-8.1L</p> <p>16.5.6-8.1S</p>	<p>3.3.6.B1 3.3.7.B1</p> <p>7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A</p> <p>8.1.6.A-B 8.1.7.A-B 8.1.8.A-B</p>	<p>components of the Milky Way using visuals as a guide.</p> <ul style="list-style-type: none"> Locate places or geographic features on a map from oral description.. (weather in different places) Name historical figures or events in photographs and illustrations with a partner. (Discuss Hurricane Katrina, earthquakes, etc.) Label pictures of historical events with a partner. 			
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		16.5.6-8.1W					
			8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C				
3 Weeks Weeks 34-36	Unit 12: What Did You Do for New Year?	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W L.A. 16.2.6-8.1L 16.2.6-8.1R 16.2.6-8.1S 16.2.6-8.1W	N/A CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A	Multilingual learners will: <ul style="list-style-type: none"> Describe festival activities Talk about celebrations Real English: That's nice! 	Grammar: Prepositions of time: in, on, during, for Simple past: I traveled to the Philippines. What did you do on July 1st? Where did you go in the summer? Vocabulary: Celebrations Festivals Phrasal verbs with go Pronunciation: Syllable stress Reading: The Harbin Ice and Snow Festival Writing: Postcard Video: Winter Wonderland	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample Unit Projects Exit Tickets

		<p>Social Studies 16.5.6-8.1L</p>	<p>CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P</p> <p>7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A</p>	<ul style="list-style-type: none"> Locate places or geographic features on a map from oral description.. 			
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Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
	Impact 1				Multilingual learners will:		

6 Weeks	Units 2 & 3:	Social/Instructional 16.1.6-8.1L 16.1.6-8.2R 16.1.6-8.2S 16.1.6-8.2W		Multilingual learners will: Unit 2: • talk about jobs and the routines they involve. • show that they can extend a conversation. • use the simple-present tense to ask and answer questions about job routines. • use possessives to show ownership. • write a descriptive paragraph about someone's routine. Unit 3: • talk about night, darkness, and nocturnal activities. • ask for and give help with schoolwork. • use the present progressive to say what is happening now. • use <i>at</i> , <i>on</i> , and <i>in</i> to talk about when things happen. • write about an event using sensory details.	Unit 2: Vocabulary Strategy: Base words and the suffixes <i>-er</i> , <i>-or</i> , and <i>-ist</i> Speaking Strategy: Extending the conversation Grammar: Use present simple questions and answers to talk about routines Use possessives Reading Strategy: Compare and contrast Writing: Write a description of a daily routine Unit 3: Vocabulary Strategy: • Prefix mis- • Collocations Speaking Strategy: Asking for and giving reasons Grammar: Present progressive: Saying what is	Moby Max Neo+ Picture Cards Scope Magazine	Unit 2: Want ad Comic strip Job fair Unit 2 Quiz Units 1-4 Mastery Test Exit Tickets Unit 3: Poster Blog entry "Day-and-night" video Unit 3 Quiz Unit 1-4 Mastery Test Exit Tickets
Weeks 7-12	Unit 2: Amazing Jobs This unit is about unusual jobs, including jobs that involve adventure, danger, and extreme physical activity. Unit 3: Secrets of the Dark This unit is about life in the dark.	L.A. 16.2.6-8.2L 16.2.6-8.2R 16.2.6-8.2S 16.2.6-8.2W	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P				
		Science 16.4.6-8.2S	3.3.6.B1 3.3.7.B1	Restate the interconnectedness			

		<p>Social Studies 16.5.6-8.2L</p> <p>16.5.6-8.2R</p>	<p>7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A</p> <p>8.1.6.C 8.1.7.C 8.1.8.C</p>	<p>of the components of the Milky Way using visuals and notes/ graphic organizers. (job connection: astronaut)</p> <p>Select appropriate maps to identify regions, countries or landforms from oral description.</p> <p>Classify data based on information from text and charts using a graphic organizer.</p>	<p>happening now While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan! At, on, and in: Saying when things happen at eight o'clock, on Monday(s), in the winter</p> <p>Reading Strategy: Describing words</p> <p>Writing: Write a description of an event Genre: Descriptive paragraph Focus:: Use sensory words</p>		
<p>6 Weeks</p> <p>Weeks 13-18</p>	<p>Units 4 & 5: Unit 4: Living Together This unit is about interactions between animals and humans.</p> <p>Unit 5: What We Wear This unit is about clothing,</p>	<p>Social/Instructional 16.1.6-8.1L 16.1.6-8.2R 16.1.6-8.2S 16.1.6-8.2W</p> <p>L.A. 16.2.6-8.2L 16.2.6.-8.2R 16.2.6.-8.2S 16.2.6-8.2W</p>	<p>CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.3.6.A</p>	<p>Multilingual learners will: Unit 4:</p> <ul style="list-style-type: none"> • talk about interactions between humans and wild animals. • ask for and give reasons. • use modals to describe obligation and advice. • use can, can't, could, and couldn't to describe ability in the present and past. 	<p>Unit 4: Vocabulary Strategy: Prefix <i>-mis</i></p> <p>Collocations</p> <p>Speaking Strategy: Asking for and giving reasons</p> <p>Grammar: Use modals to describe obligation and advice</p> <p>Use modals to describe ability in the</p>	<p>Moby Max</p> <p>Neo+</p> <p>Picture Cards</p> <p>Scope Magazine</p>	<p>Unit 4: Poster or brochure</p> <p>Presentation</p> <p>Video interview</p> <p>Unit 4 Quiz</p> <p>Units 1-4 Mastery Test</p> <p>Exit Tickets</p> <p>Unit 5:</p>

	accessories, and body decoration.		<p>CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P</p>	<p>• write about a relationship between an animal and a human, and edit and proofread their work.</p>	<p>present and the past</p> <p>Reading Strategy: Problems and solutions</p> <p>Writing: Description of a relationship between an animal and a human Genre: Descriptive paragraph Focus: Proofread</p>		<p>Clothing design</p> <p>Scavenger hunt</p> <p>Presentation</p> <p>Unit 5 Quiz</p> <p>Units 5-8 Mastery Test</p> <p>Exit Tickets</p>
		<p>Math 16.3.6-8.2W</p>	<p>CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1</p>	<p>Write phrases to describe patterns of data in charts and graphs using a visual example. (animal populations)</p>	<p>Unit 5: Base words and the prefix <i>re-</i></p> <p>Using a dictionary</p> <p>Speaking Strategy: Asking for opinions; agreeing and disagreeing</p> <p>Grammar: Use the simple past of regular verbs to say what happened</p> <p>Use the simple past of irregular verbs to say what happened</p> <p>Reading Strategy: Compare and contrast</p>		
		<p>Science 16.4.6-8.2R</p>		<p>Unit 5: • compare modern clothes with the clothes people wore in the past. • ask for opinions and agree or disagree. • use the simple past of regular verbs to describe the past. • use the simple past of irregular verbs to describe the past.</p>			

		Social Studies 16.5.6-8.2L	4.3.6.D	<ul style="list-style-type: none"> • write a description of a uniform that's has changed over time. 	Writing: Write a description of a uniform		
			7.1.6.B	Match sentence strips to illustrations of the steps in the recycling process with a partner. (Clothing recycling)			
		16.5.6-8.2R	7.1.7.B				
			7.1.8.B				
			7.1.6.A	Select appropriate maps to identify regions, countries or landforms from oral description.			
			7.1.7.A				
			7.1.8.A				
		16.5.6-8.2S	8.1.6.C	Classify data based on information from text and charts using a graphic organizer.			
			8.1.7.C				
		16.5.6-8.2W	8.1.8.C				
			8.1.6.A-B	Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.			
			8.1.7.A-B				
			8.1.8.A-B				
			8.1.6 A	Write phrases or			
			8.1.7.A				

			8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C	short sentences about visually supported historical events using sentence frames.			
6 Weeks Weeks 19- 24	Units 6 & 7: Unit 6: Mix and Mash This unit is about mash- ups, or things created by combining elements from two or more sources. Unit 7: Art in the Open This unit looks at uses of technology.	Social/Instructional 16.1.6-8.1L 16.1.6-8.2R 16.1.6-8.2S 16.1.6-8.2W L.A. 16.2.6-8.2L 16.2.6.- 8.2R 16.2.6.-8.2S 16.2.6-8.2W Math 16.3.6-8.2L	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P CC2.3.7.A.2 CC2.3.8.A.2	Multilingual learners will: Unit 6: <ul style="list-style-type: none"> • talk about mash-ups. • clarify a point. • use adjectives to compare two or more things. • use count and noncount nouns to talk about amounts. • write a paragraph of exemplification about animal mash-ups. Select two-dimensional shapes three-dimensional shapes and two-	Unit 6: Vocabulary Strategy: Multiple-meaning words Context clues Speaking Strategy: Clarifying a point Grammar: Use adjectives to compare two or more things. Use count and noncount nouns to talk about amounts. Reading Strategy: Visualize Writing: Write a paragraph of exemplification about an animal mash-up Unit 7: Vocabulary Strategy: Suffix <i>-ible</i> Part of speech	Moby Max Neo+ Picture Cards Scope Magazine	Unit 6: Food art Comic strip Hybrid sport Unit 6 Quiz Units 5-8 Mastery Test Exit Tickets Unit 7:

		<p>Science 16.4.6-8.2L</p> <p>Social Studies 16.5.6-8.2L</p> <p>16.5.6-8.2R</p>	<p>S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)</p> <p>7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A</p> <p>8.1.6.C 8.1.7.C</p>	<p>dimensional shapes from an oral description with a partner reading brief descriptions. (Food shapes)</p> <p>Unit 7:</p> <ul style="list-style-type: none"> • talk about the uses of technology. • make and respond to requests. • use superlatives to talk about extremes. • use <i>will</i> and <i>going to</i> to talk about the future. • write a product review. <p>Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner. (robot design)</p> <p>Select appropriate maps to identify regions, countries or landforms from oral description.</p> <p>Classify data based on information from text and charts using a graphic organizer.</p>	<p>Speaking Strategy: Making and responding to requests</p> <p>Grammar: Use superlatives to talk about extremes</p> <p>Use <i>will</i> and <i>going to</i> to talk about the future</p> <p>Reading Strategy: Identify main idea and details</p> <p>Writing: Write a product review</p>	<p>Presentation</p> <p>Robot design</p> <p>Outdated gadget museum</p> <p>Unit 7 Quiz</p> <p>Units 5-8 Mastery Test</p> <p>Exit Tickets</p>
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		16.3.6-8.2S	CC.2.2.8.B.3	State the steps needed to solve a visually depicted math problem using manipulatives. (Using the timeline, determine number or years elapsed.)			
		Social Studies 16.5.6-8.2S	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B	Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.			
		16.5.6-8.2W	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C	Write phrases or short sentences about visually supported historical events using sentence frames.			

Curriculum Timeline ELD Level 3

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		16.3.6-8.3R	CC.2.2.7.B.3 CC.2.2.8.B.3	problems using manipulatives.			
		16.3.6-8.3S	CC.2.2.7.B.3 CC.2.2.8.B.3	Explain the steps used to solve a visually supported math problem.			
		16.3.6-8.3W	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1	Compare and contrast data in charts and graphs using a Venn diagram.			
		16.5.6-8.3L	7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A	Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures			
		16.5.6-8.3R	8.1.6.C 8.1.7.C 8.1.8.C	Compare data based on information from text and charts using a graphic organizer.			
		16.5.6-8.3S	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B	Role-play scenes from the lives of historical figures or events with a team.			
		16.5.6-8.3W	8.1.6.A 8.1.7.A 8.1.8.A	Compare and/or contrast visually supported historical events using a Venn diagram.			

			8.1.6.C 8.1.7.C 8.1.8.C				
6 Weeks Weeks 7-12	Units 2 & 3: Unit 2: Feeling Good? This unit explores factors that affect our physical and emotional health. Unit 3: Your Virtual Self This unit is about technology in everyday life.	16.1.6-8.1L 16.1.6-8.3R 16.1.6-8.3S 16.1.6-8.3W 16.2.6-8.3L 16.2.6-8.3R 16.2.6-8.3S 16.2.6-8.3W 16.3.6-8.3S 16.3.6-8.3W 16.4.6-8.3W 16.5.6-8.3L 16.5.6-8.3R 16.5.6-8.3S 16.5.6-8.3W	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.2.6.L CC.1.2.7.L CC.1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P CC.2.2.7.B.3 CC.2.2.8.B.3 CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1 3.1.6.A2	Multilingual learners will: Unit 2: <ul style="list-style-type: none"> • talk about things that affect emotional and physical health. • check in with friends and talk about how they feel. • use adverbs to talk about how and how often you do something. • use <i>make</i> + adjective to talk about what affects their mood and feelings. • write a classification essay about the negative effects of stress. Unit 3: <ul style="list-style-type: none"> • talk about how technology affects our lives. • check understanding. • use modals to talk about obligation, advice, and permission. • use <i>must, might,</i> 	Unit 2: Vocabulary Strategy: Suffix -ness Using a dictionary Sample sentences Speaking Strategy: Checking in with friends and saying how you feel Grammar: Use adverbs to say how and how often you do something Say what affects mood and feelings using <i>make</i> + adjective Reading Strategy: Summarize Writing: Write a classification essay Unit 3: Vocabulary Strategy: Prefix <i>inter-</i>	Moby Max Neo+ Picture Cards Scope Magazine	Unit 2: Healthy-living brochure Sleep research Quiz show Unit 2 Quiz Units 1-4 Mastery Test Exit Tickets Unit 3: Survey Advertisement Technology fair Unit 3 Quiz Unit 1-4 Mastery Test Exit Tickets

			3.1.7.A2 3.1.6.A5 3.1.7.A5 7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C 8.1.6.A-B 8.1.7.A-B 8.1.8.A-B 8.1.6.A 8.1.7.A 8.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C	and <i>can't</i> to express certainty. • write an opinion essay about smartphones.	Use a thesaurus Speaking Strategy: Checking for understanding and responding Grammar: Use modals to express obligation, advice, and permission Use <i>must</i> , <i>might</i> , and <i>can't</i> to express certainty Reading Strategy: Connect text to personal experience Writing: Write a facts and opinion essay		
6 Weeks Weeks 13-18	Units 4 & 5: Unit 4: Underwater Mysteries This unit is about underwater exploration and discoveries. Unit 5: Life in the	16.1.6-8.1L 16.1.6-8.3R 16.1.6-8.3S 16.1.6-8.3W 16.2.6-8.3L 16.2.6-8.3R 16.2.6-8.3S 16.2.8.3W 16.3.6-8.3R 16.3.6-8.3S 16.3.6-8.3W	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K	Multilingual learners will: Unit 4: • talk about underwater exploration. • make and respond to suggestions. • use <i>used to</i> and <i>would</i> to talk about habits in the past. • use the simple	Unit 4: Vocabulary Strategy: Prefix -pre Use context of unit Speaking Strategy: Making and responding to suggestions Grammar:	Moby Max Neo+ Picture Cards Scope Magazine	Unit 4: Blog entry Underwater city Local body of water Unit 4 Quiz Units 1-4 Mastery Test Exit Tickets

	<p>Extreme This unit is about animals that live in extreme environments.</p>	<p>16.5.6-8.3L 16.5.6-8.3R 16.5.6-8.3S 16.5.6-8.3W</p>	<p>CC.1.3.7.K CC.1.3.8.K CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P</p> <p>CC.2.2.7.B.3 CC.2.2.8.B.3 CC.2.2.7.B.3 CC.2.2.8.B.3 CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1</p> <p>7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C 8.1.6.A-B 8.1.7.A-B 8.1.8.A-B 8.1.6.A 8.1.7.A 8.1.8.A 8.1.6.C 8.1.7.C</p>	<p>past to describe past actions.</p> <ul style="list-style-type: none"> • write a contrast essay about a mythical creature. <p>Unit 5:</p> <ul style="list-style-type: none"> • talk about creatures that live in extreme conditions. • express and respond to strong opinions. • use the present perfect to describe experiences. • use as...as to make comparisons. • write a persuasive essay about an endangered animal. 	<p>Use <i>used to</i> and <i>would</i> to talk about habits in the past</p> <p>Use the simple past to describe past actions</p> <p>Reading Strategy: Identify author's purpose</p> <p>Writing: Contrast Essay</p> <p>Unit 5: Vocabulary Strategy: Synonyms</p> <p>Using photos as context clues</p> <p>Speaking Strategy: Expressing and responding to strong emotions</p> <p>Grammar: Use present perfect to describe past experiences</p> <p>Use <i>as...as</i> to make comparisons of equality</p> <p>Reading Strategy: Categorize information</p>	<p>Unit 5: Brochure</p> <p>Contest</p> <p>Journal entry</p> <p>Unit 5 Quiz</p> <p>Units 5-8 Mastery Test</p> <p>Exit Tickets</p>
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			8.1.8.C		Writing: Write a persuasive essay		
6 Weeks Weeks 19-24	Units 6 & 7: Unit 6: Are You Going to Eat That? This unit is about food waste and ways to prevent it. Unit 7: Art in the Open This unit is about art in public places.	16.1.6-8.1L 16.1.6-8.3R 16.1.6-8.3S 16.1.6-8.3W 16.2.6-8.3L 16.2.6-8.3R 16.2.6-8.3S 16.2.6-8.3W	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.2.6.L CC.1.2.7.L CC.1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P	Multilingual learners will: Unit 6: <ul style="list-style-type: none"> • talk about food waste. • ask for repetition and repeat information. • use <i>going to</i>, <i>will</i>, and the present progressive to talk about the future. • use conditionals to talk about cause and effect. • write a cause-and-effect essay. Unit 7: <ul style="list-style-type: none"> • talk about art in public places. • ask for more information. • use simple past and present perfect to talk about the past. • use the indefinite pronouns to talk about people, places, and things. • write a process essay about how to create a public piece of art. 	Unit 6: Vocabulary Strategy: Antonyms Use antonyms to find meaning Speaking Strategy: Ask for repetition and repeat information Grammar: Talk about the future with <i>going to</i> , <i>will</i> , and the present progressive Talk about cause and effect with conditionals Reading Strategy: Scan for information Writing: Write a cause-and-effect essay Unit 7: Vocabulary Strategy:	Moby Max Neo+ Picture Cards Scope Magazine	Unit 6: Recipe book Magazine article Comic strip Unit 6 Quiz Units 5-8 Mastery Test Exit Tickets Unit 7: Presentation Art show Biography Unit 7 Quiz Units 5-8 Mastery Test Exit Tickets

		<p>16.3.6-8.3L 16.3.6-8.3R 16.3.6-8.3S 16.3.6-8.3W</p>	<p>CC2.3.7.A.2 CC2.3.8.A.2</p>	<p>Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph</p>	<p>Greek and Latin roots (<i>mur, poli</i>)</p> <p>Finding definitions</p> <p>Speaking Strategy: Asking for more information</p> <p>Grammar: Use simple past vs. present perfect to talk about the past</p>	
		<p>16.4.6-8.3R</p>	<p>CC.2.2.7.B.3 CC.2.2.8.B.3 CC.2.2.7.B.3 CC.2.2.8.B.3 CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1</p>	<p>Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.</p>	<p>Use indefinite pronouns to talk about people, places, and things without giving details.</p>	
		<p>16.4.6-8.3S</p>	<p>4.3.6.D</p>	<p>Ask questions about the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.</p>	<p>Reading Strategy: Main idea</p> <p>Writing: Write a process essay</p>	
		<p>16.4.6-8.3W</p>	<p>3.3.6.B1 3.3.7.B1</p>	<p>List the steps of photosynthesis in plants using a pictorial representation.</p>		

		16.5.6-8.3L 16.5.6-8.3R	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5 7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A 7.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C				
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			7.1.7.A 7.1.8.A 8.1.6.A-B 8.1.7.A-B 8.1.8.A-B 8.1.6.A 8.1.7.A 8.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C				
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Curriculum Timeline ELD Level 4

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			8.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C				
6 Weeks Weeks 7-12	Units 2 & 3 Misunderstood Animals Animals in popular culture Everybody's Doing It! Human and Animal Group Behavior	16.1.6-8.1L 16.1.6-8.4R 16.1.6-8.4S 16.1.6-8.4W 16.2.6-8.4L 16.2.6-8.4R 16.2.6-8.4S Math 16.3.6-8.4R	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B	Multilingual learners will: Unit 2 • Talk about misunderstood animals and their roles in the ecosystem • Express surprise and disbelief • Speculate and express certainty about the past • Use infinitives with and without to • Write a process description about how to train a dog Unit 3 • Talk about human and animal group behavior • Express cause and effect • Use two- and three-word verbs • Use enough, too many, and too much to talk about amounts • Write a description of a group behavior and include supporting examples Solve multi-step problems based on models (I.e. animal graphs, charts, etc.)	Vocabulary Strategy: prefixes - mis and -un, using a thesaurus Speaking Strategy: expressing surprise and disbelief Grammar: modals- speculating about the past, infinitives with and without to Reading Strategy: distinguish supporting details Writing: process description, focus – describe purpose and sequence Unit 3 Vocabulary Strategy: Synonyms, definitions and examples Speaking Strategy: Expressing cause and effect Grammar: Separable and inseparable two- and three-word	Scope Magazine Neo Study	Unit Assessment Formative Assessment Writing Sample Projects Exit Tickets

			CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K CC.2.2.7.B.3 CC.2.2.8.B.3		verbs: The scientists talked about the problem They figured out a solution. They figured a solution out. Enough, too many, too much: Talking about amounts I have enough pillowcases, but there are not enough feathers. I need more. Reading Strategy: Look for definitions and examples Writing: Genre: Exemplification essay Focus: Give examples		
6 Weeks Weeks 13-18	Units 4 & 5 Fashion Footprints Making Responsible fashion choices Flying High Evolution of Animal and Human Flight	Social and instructional 16.1.6-8.1L 16.1.6-8.4R 16.1.6-8.4S 16.1.6-8.4W L.A. 16.2.6-8.4L 16.2.6-8.4R 16.2.6-8.4S	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B	Multilingual learners will: Unit 4 • Talk about clothing choices and sustainability • Ask for clarification and clarify • Describe actions and processes • Make suggestions and give advice • Write about reducing your fashion footprint and support your opinions Unit 5 • Talk about the evolution of flying animals and machines • Use phrases to argue, counterargue, and concede • Use the past perfect to	Unit 4 Vocabulary Strategy: Suffix –al, using a dictionary Speaking Strategy: Asking for clarification and clarifying Grammar: Present passive: Describing actions and processes A lot of pesticides are used to grow cotton. Modals: Making suggestions and giving advice about present and past	Scope Magazine Neo Study	Unit Assessment Formative Assessment Writing Sample Projects Exit Tickets

			<p>CC.1.5.7.B CC.1.5.8.B</p> <p>CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K</p>	<p>distinguish the first of two actions in the past • Use the past perfect progressive to describe the first of two actions in the past • Write a classification essay describing two types of animal flight</p>	<p>actions You shouldn't have bought that leather jacket. You could have gotten that organic cotton jacket instead</p> <p>Reading Strategy: Compare and contrast</p> <p>Writing: : Persuasive essay Focus: Introduce facts and statistics</p>		
		<p>Math 16.3.6-8.4S</p> <p>16.3.6-8.4W</p>	<p>CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1 CC.2.2.7.B.3 CC.2.2.8.B.3</p>	<p>Analyze the process for solving grade-level math problems with a partner.</p> <p>Create an appropriate chart or graph for a given set of data while working with a partner.</p>			
		<p>Science 16.4.6-8.4R</p> <p>16.4.6-8.4L</p>	<p>4.3.6.D</p>	<p>Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.</p>			
		<p>Social Studies 16.5.6-8.4L</p>	<p>S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)</p> <p>7.1.6.B</p>	<p>Critique peer science fair presentations</p> <p>Compare and contrast different types of maps from oral descriptions using a graphic organizer.</p> <p>Analyze data based on</p>	<p>Unit 5 Vocabulary Strategy: root words (port), using a dictionary, pronunciation guide</p> <p>Speaking Strategy: Arguing and conceding</p> <p>Grammar: Past perfect: Talking about the first of two actions in the past Pterosaurs had already disappeared by the time humans evolved. Past perfect progressive: Talking about the first of two actions in the past The Wright brothers had been working on powered flight for several years</p>		

		16.5.6-8.4R	7.1.7.B 7.1.8.B	information and charts in a small group.	Reading Strategy: Identify sequence of events Writing: Classification essay Focus: Organize ideas into categories		
		16.5.6-8.4S	7.2.6.A 7.2.7.A 7.2.8.A	Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.			
		16.5.6-8.4W	8.1.6.C 8.1.7.C 8.1.8.C 8.1.6.A-B 8.1.7.A-B 8.1.8.A-B 8.1.6.A 8.1.7.A 8.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C	Generate an informative comparative summary of historical events with a writing frame in a small group.			
6 Weeks Weeks 19-24	Unit 6 New Frontiers Space Exploration	Social and instructional 16.1.6-8.1L 16.1.6-8.4R 16.1.6-8.4S 16.1.6-8.4W		Multilingual learners will: • Talk about exploring Mars and the possibility of life there • Speculate about the future • Use present and past conditionals to talk about unlikely (but possible) or impossible situations • Use	Vocabulary Strategy: Greek roots (astro), using a dictionary: word parts Speaking Strategy: Speculating Grammar: Present	Scope Magazine Neo Study	Unit Assessment Formative Assessment Writing Sample Projects

		<p>L.A. 16.2.6-8.4R</p> <p>Science 16.4.6-8.4S</p>	<p>CC1.2.6.L</p> <p>CC1.2.7.L</p> <p>CC1.2.8.L</p> <p>CC1.3.6.K</p> <p>CC1.3.7.K</p> <p>CC1.3.8.K</p> <p>3.3.6.B1</p> <p>3.3.7.B1</p>	<p>adverbs to compare how things are done • Write a persuasive essay about space and ocean exploration</p> <p>Identify the central and related ideas of a text in sentences using a story map while working in a small group.</p> <p>Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.</p>	<p>and past conditionals: Talking about unlikely (but possible) or impossible situations If I had known about the talk on Mars, I would have gone. Adverbs: Comparing how things are done The new rover travels faster than the last rover.</p> <p>Reading Strategy: Categorize and classify</p> <p>Writing: Persuasive essay Focus: Present both sides of an argument</p>		Exit Tickets
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6 Weeks	Unit 7 Visual Stories	Social and instructional		Multilingual learners will: • Talk about using images to tell important stories • Explain a process • Use the past passive to describe past actions and processes • Use reported speech to describe what others said • Write a narrative essay about the story that a photo tells	Vocabulary Strategy: Multiple Meaning Words, Using a thesaurus: synonyms Speaking Strategy: Explaining a process Grammar: Past passive: Describing past actions and processes Many of Goya's works were created at night, by the light of a hat that had candles on it. Reported speech: Describing what others say She said she would save her money for art supplies Reading Strategy: Mark up text Writing: Multi-paragraph narrative Focus: Tell what others say	Scope Magazine Neo Study	Unit Assessment
Weeks 25-30	Telling Visual Stories	16.1.6-8.1L 16.1.6-8.4R 16.1.6-8.4S 16.1.6-8.4W L.A. 16.2.6-8.4L 16.2.6-8.4R 16.2.6-8.4S	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K	Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.			Formative Assessment Writing Sample Projects Exit Tickets
		16.2.6-8.4W					

			CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P				
6 Weeks Weeks 31-36	Unit 8 Perform and Create Art as an expression	Social and instructional 16.1.6-8.1L 16.1.6-8.4R 16.1.6-8.4S 16.1.6-8.4W L.A. 16.2.6-8.4L 16.2.6-8.4R 16.2.6-8.4S 16.2.6-8.4W	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A	Multilingual learners will: • Talk about music in your lives and the work of DJs • Ask for and express feeling or opinions • Use gerunds and infinitives • Use sense verbs + an infinitive to describe what you see, hear, and feel • Write an explanatory essay about a type of artistic expression	Vocabulary Strategy: Greek and Latin roots (<i>phon</i> and <i>dic</i>), antonyms Speaking Strategy: Asking for and expressing feelings or opinions Grammar: Gerunds and infinitives: Dancing is a popular form of self-expression. Sense verbs + infinitive: Describing what you see, hear, and feel	Scope Magazine Neo Study	Unit Assessment Formative Assessment Writing Sample Projects Exit Tickets

		<p>Math 16.3.6-8.4L</p> <p>Science 16.4.6-8.4W</p>	<p>CC.1.3.6.A</p> <p>CC.1.3.7.A</p> <p>CC.1.3.8.A</p> <p>CC.1.5.6.A</p> <p>CC.1.5.7.A</p> <p>CC.1.5.8.A</p> <p>CC.1.5.6.B</p> <p>CC.1.5.7.B</p> <p>CC.1.5.8.B</p> <p>CC1.2.6.L</p> <p>CC1.2.7.L</p> <p>CC1.2.8.L</p> <p>CC1.3.6.K</p> <p>CC1.3.7.K</p> <p>CC1.3.8.K</p> <p>CC.1.4.6.D</p> <p>CC.1.4.7.D</p> <p>CC.1.4.8.D</p> <p>CC.1.4.6.P</p> <p>CC.1.4.7.P</p> <p>CC.1.4.8.P</p> <p>CC2.3.7.A.2</p> <p>CC2.3.8.A.2</p>	<ul style="list-style-type: none"> • Match two- and three-dimensional shapes from oral description • Produce a written paragraph explaining the steps of photosynthesis 	<p>Did you see the band perform in concert?</p> <p>Reading Strategy: Draw conclusions</p> <p>Writing: Explanatory essay Focus: Teach about a topic</p>		
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			3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5				
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