# Hazleton Area School District

# ELD Curriculum

# Aligned to PA Core Standards and

English Language Proficiency Standards



(6<sup>th</sup>- 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 <u>standards aligned system</u>. 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 <u>achievement gap</u> 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.

				Grade Level: 6-8	vithin the school setting.		
16.1	.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	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
RECEPTIVE	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
Speaking	Speaking	16.1.6-8.15 State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.25 Ask and respond to simple WH- conversational questions or exchange information with picture cues.	16.1.6-8.35 Exchange everyday information using conversation models with partners.	16.1.6-8.45 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

As approved by the State Board of Education on July 13, 2017

### 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
RECC	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.	CC1.2.6.L CC1.2.7.L CC1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
IVE	Speaking	16.2.6-8.15 Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	16.2.6-8.25 Describe the main idea using short phrases with a partner.	16.2.6-8.35 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.	16.2.6-8.55 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
PRODUCTIVE	Writing	<b>16.2.6-8.1W</b> Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	<b>16.2.6-8.2W</b> 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.	CC1.4.6.D CC1.4.7.D CC1.4.8.D CC1.4.6.P CC1.4.7.P CC1.4.8.P

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## English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

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	<b>16.3.6-8.1L</b> Match two- dimensional shapes three-dimensional shapes and two- dimensional shapes from an oral description with a partner using single words or phrases.	<b>16.3.6-8.2L</b> Select two- dimensional shapes three-dimensional shapes and two- dimensional shapes from an oral description with a partner reading brief descriptions.	<b>16.3.6-8.3L</b> Select two- dimensional shapes three-dimensional shapes and two- dimensional shapes from an oral description with a partner reading a paragraph	<b>16.3.6-8.4L</b> 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).	<b>16.3.6-8.5L</b> Select two dimensional shapes three-dimensional shapes and two- dimensional shapes after an oral description from a presentation to the whole class.	CC2.3.7.A.2 CC2.3.8.A.2
	Reading	<b>16.3.6-8.1R</b> Match order of operations terms with symbols with teacher prompting.	<b>16.3.6-8.2R</b> Identify key terms to determine the order of operations in a shared reading of a story problem.	<b>16.3.6-8.3R</b> Demonstrate the order of multi-step problems using manipulatives.	<b>16.3.6-8.4R</b> Follow written directions to solve a multi-step problem based on models.	<b>16.3.6-8.5R</b> 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.	<b>16.3.6-8.2S</b> State the steps needed to solve a visually depicted math problem using manipulatives.	<b>16.3.6-8.3S</b> Explain the steps used to solve a visually supported math problem.	<b>16.3.6-8.4S</b> Analyze the process for solving grade-level math problems with a partner.	<b>16.3.6-8.5S</b> 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	1.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
VE	Listening	<b>16.4.6-8.1L</b> Critique peer science fair presentations with a rubric and an interpreter.	<b>16.4.6-8.2L</b> Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	<b>16.4.6-8.3L</b> Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	<b>16.4.6-8.4L</b> Critique peer science fair presentations with a rubric and a partner.	<b>16.4.6-8.5L</b> 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)
RECEPTIVE	Reading	<b>16.4.6-8.1R</b> 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.	<b>16.4.6-8.4R</b> Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	<b>16.4.6-8.5R</b> Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	Speaking	<b>16.4.6-8.15</b> Name the components of the Milky Way using visuals as a guide.	<b>16.4.6-8.25</b> Restate the interconnectedness of the components of the Milky Way using visuals and notes/ graphic organizers.	<b>16.4.6-8.35</b> Ask questions about the interconnected- ness of the components of the Milky Way using visuals and notes/graphic organizers.	<b>16.4.6-8.4S</b> Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	<b>16.4.6-8.55</b> Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1
PROD	Writing	<b>16.4.6-8.1W</b> Label a drawing/model of a plant cell using pre-printed word cards with a partner.	<b>16.4.6-8.2W</b> Label a drawing/model of a plant cell using a word bank from an illustrated model.	<b>16.4.6-8.3W</b> List the steps of photosynthesis in plants using a pictorial representation.	<b>16.4.6-8.4W</b> Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	<b>16.4.6-8.5W</b> Write a multiparagraph 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	<b>16.5.6-8.1L</b> Locate places or geographic features on a map from oral description	<b>16.5.6-8.2L</b> Select appropriate maps to identify regions, countries or landforms from oral description.	<b>16.5.6-8.3L</b> Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	<b>16.5.6-8.4L</b> Compare and contrast different types of maps from oral descriptions using a graphic organizer.	<b>16.5.6-8.5L</b> 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
RECE	Reading	<b>16.5.6-8.1R</b> Identify words and phrases from text and charts with visual support.	<b>16.5.6-8.2R</b> Classify data based on information from text and charts using a graphic organizer.	<b>16.5.6-8.3R</b> Compare data based on information from text and charts using a graphic organizer.	<b>16.5.6-8.4R</b> Analyze data based on information and charts in a small group.	<b>16.5.6-8.5R</b> 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	<b>16.5.6-8.1S</b> Name historical figures or events in photographs and illustrations with a partner.	<b>16.5.6-8.2S</b> Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	<b>16.5.6-8.3S</b> Role-play scenes from the lives of historical figures or events with a team.	<b>16.5.6-8.4S</b> Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	<b>16.5.6-8.5S</b> 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
PRODL	Writing	<b>16.5.6-8.1W</b> Label pictures of historical events with a partner.	<b>16.5.6-8.2W</b> Write phrases or short sentences about visually supported historical events using sentence frames.	<b>16.5.6-8.3W</b> Compare and/or contrast visually supported historical events using a Venn diagram.	<b>16.5.6-8.4W</b> Generate an informative comparative summary of historical events with a writing frame in a small group.	<b>16.5.6-8.5W</b> 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

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#### **Curriculum Timeline ELD Level 1 Grades 6-8**

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
3 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 16.2.6-8.1S 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.1.3.7.A CC.1.5.6.A CC.1.5.7.A CC.1.5.7.A CC.1.5.7.B CC.1.5.7.B CC.1.5.7.B CC.1.5.7.B CC.1.5.7.B CC.1.5.8.B CC.1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K	Multilingual learners will: • 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

		Science 16.4.6-8.2W	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				
		Social Studies 16.5.6-8.1L	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	Label a drawing/model of a plant cell using a word bank from an illustrated model. (green spaces connection) Locate places or geographic features on a map from oral description			
3 Weeks Weeks 4-6	Unit 2: This Place is Amazing!	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R 16.1.6-8.1S 16.1.6-8.1W	N/A	Multilingual learners will: • Describe places • Real English: Wow!	Unit 2: Grammar: Using be and adjectives: The buildings are amazing. They're very new. Is the street long?	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample

	CC.1.2.6.A		Vocabulary: Places	
L.A.			Adjectives	Unit Projects
16.2.6-8.1L	CC.1.2.7.A		Conjunctions: and,	
16.2.6-8.1R	CC.1.2.8.A		but December 1	Exit Tickets
16.2.6-8.1S 16.2.6-8.1W	CC.1.3.6.A		<b>Pronunciation:</b> Long and short i sounds	
	CC.1.3.7.A		<b>Reading:</b> Amazing Places	
	CC.1.3.8.A		Writing: Poster	
	CC.1.5.6.A		Video: Ha Long Bay	
	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			
Math:	CC.1.4.8.D	• Create and		
16.3.6-8.1W	CC.1.4.6.P	label a bar graph with poll		
	CC.1.4.7.P	results		
	CC.1.4.8.P			

3 Weeks 7-9	Unit 3: Where's the Lion?	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	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1 CC.2.4.8.B.1 N/A CC.1.2.6.A CC.1.2.7.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.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: • Talk about location of things • Describe animals on land and in the water • Real English: Look!	<b>Grammar:</b> Asking for quantity and location: The bears are near the tree. How many animals are there? Where are the monkeys? Prepositions: in, on, under, in front of, behind, next to <b>Vocabulary:</b> Animals Adjectives Prepositional phrases: on the right, on the left, in the middle <b>Pronunciation:</b> There are and They're <b>Reading:</b> Strange Animals <b>Writing:</b> Photo description <b>Video:</b> Ocean	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample Unit Projects Exit Tickets
		16.2.6-8.1W	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		phrases: on the right, on the left, in the middle <b>Pronunciation:</b> There are and They're <b>Reading:</b> Strange Animals <b>Writing:</b> Photo description		
	•		CC.1.5.7.B CC.1.5.8.B CC1.2.6.L CC1.2.7.L		Video: Ocean Oddities		

3 Weeks Weeks 10-12	<b>Unit 4:</b> 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	Multilingual learners will: • Describe family members • Talk about family activities • Real English: Yeah!	Grammar: Using have: She has a brother. I have two sisters. They don't have any brothers. Do they have any cousins? Vocabulary: Family	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample
		Math: 16.3.6.6-8.1S Social Studies 16.5.6-8.1R	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.1.4.7.P CC.1.4.8.P CC.1.4.8.P CC.2.2.7.B.3 CC.2.2.8.B.3 8.1.6.C 8.1.7.C 8.1.8.C	<ul> <li>Name math terms as depicted on flash cards</li> <li>Identify words and phrases from text and charts with visual support</li> </ul>			

L.A.	CC.1.2.6.A	members and	Unit Projects
16.2.6-8.1L 16.2.6-8.1R	CC.1.2.7.A	relationships Prefix:	Exit Tickets
16.2.6-8.1K	CC.1.2.8.A	great Pronunciation:	EXIL TICKELS
16.2.6-8.1W		Reduction: do and	
	CC.1.3.6.A	does <b>Reading:</b> From	
	CC.1.3.7.A	Japan to Hawaii	
	CC.1.3.8.A	Writing: Email Video: The Bhatti	
	CC.1.5.6.A	Family	
	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		

3 Weeks	Unit 5: I like	Social/Instructional		Multilingual learners	Grammar: Using	Neo+	Unit
	Fruit!	16.1.6-8.1L	N/A	will:	like: I like fruit. I		Assessments
Weeks		16.1.6-8.1R	14/7		don't like	System 44	_
13-15		16.1.6-8.15		Express likes	vegetables. She		Formative
		16.1.6-8.1W		and dislikes	doesn't like milk. Do you like juice?	ABCYA.com Spanish/English	Assessments
				<ul> <li>Talk about one's favorite</li> </ul>	Vocabulary: Food	Bingo game:	Writing Sample
		L.A.	CC.1.2.6.A	food	and drinks	foods	triting sample
		16.2.6-8.1L	CC.1.2.7.A	Real English:	Collocations with		Unit Projects
		16.2.6-8.1R	CC.1.2.8.A	Me, too	food		
		16.2.6-8.15			Pronunciation: Final		Exit Tickets
		16.2.6-8.1W	CC.1.3.6.A		s sounds Reading:		
			CC.1.3.7.A		Foodscapes		
			CC.1.3.8.A		Writing: Descriptive		
			CC.1.5.6.A		paragraph Video: Our Favorite		
			CC.1.5.7.A		Food		
			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				
			СС1.3.6.К				
			СС1.3.7.К				
			СС1.3.8.К				
			CC.1.4.6.D				
			CC.1.4.7.D				
			CC.1.4.8.D				

Aath	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> <li>Match dimensional shapes with a partner from oral description using single words or phrases (Food</li> </ul>
6.4.6-8.1W	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5	<ul> <li>shapes can be used.)</li> <li>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.)</li> </ul>

3 Weeks	Unit 6: What	Social/Instructional	N/A	Multilingual learners	Grammar: Simple	Neo+	Unit
	Time Does	16.1.6-8.1L		will:	present: I always get		Assessments
Weeks	Class Start?	16.1.6-8.1R		<ul> <li>Talk about</li> </ul>	up at 7 o'clock. He	System 44	
16-18		16.1.6-8.15		routines and	does homework in		Formative
		16.1.6-8.1W		school subjects	the afternoon. What		Assessments
				Real English:	time do you get up?		
		L.A.	CC.1.2.6.A	Oh, no!	Adverbs of		Writing Sample
		16.2.6-8.1L 16.2.6-8.1R	CC.1.2.7.A		frequency: always, usually, often,		Unit Projects
		16.2.6-8.15			sometimes, never		onit rojects
		16.2.6-8.1W	CC.1.2.8.A		Vocabulary: Phrasal		Exit Tickets
			CC.1.3.6.A		verbs School		
			CC 1 2 7 A		subjects		
			CC.1.3.7.A		Collocations with		
			CC.1.3.8.A		school Pronunciation: Long		
			CC.1.5.6.A		and short u sounds		
			CC.1.5.7.A		<b>Reading:</b> Kakenya's Dream		
			CC.1.5.8.A		Writing: Email Video: Kakenya's		
			CC.1.5.6.B		School		
			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				

Math 16.3.6-8.1R Social Studies 16.5.6-8.1W	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 8.1.6.A 8.1.7.A 8.1.8.A 8.1.6.C 8.1.7.C 8.1.8.C	<ul> <li>Match order of operations terms with symbols with teacher prompting</li> <li>Label pictures of historical events with a partner</li> </ul>
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3 Weeks	Unit 7: Can	Social/Instructional	N/A	Multilingual learners		Neo+	Unit
	Elephants	16.1.6-8.1L		will:	and can't: I can		Assessments
Weeks	Swim?	16.1.6-8.1R		<ul> <li>Talk about</li> </ul>	speak two	System 44	
19-21		16.1.6-8.1S		abilities	languages. Monkeys		Formative
		16.1.6-8.1W		Real English:			Assessments
				Don't be shy			Writing Comple
		L.A. 16.2.6-8.1L	CC.1.2.6.A		Vocabulary: Verbs Animals Phrasal		Writing Sample
		16.2.6-8.1R	CC.1.2.7.A		verbs with make		Unit Projects
		16.2.6-8.1S 16.2.6-8.1W	CC.1.2.8.A		Pronunciation: can and can't		Exit Tickets
		10.2.0 0.11	CC.1.3.6.A		Reading: Animal		Exit Herets
					Smarts		
			CC.1.3.7.A		Writing: Short		
			CC.1.3.8.A		report <b>Video:</b> Intelligent		
			CC.1.5.6.A		Dolphins		
			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				
		Science 16.4.6-8.1R	4.3.6.D	<ul> <li>Match names of recyclable objects with illustrations with a bilingual dictionary</li> </ul>			
		16.4.6-8.1W	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5	<ul> <li>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.)</li> </ul>			
3 Weeks	Unit 8: How	Social/Instructional	N/A	Multilingual learners	Grammar:	Neo+	Unit
	Much is That	16.1.6-8.1L		will:	Expressions for		Assessments
Weeks 22-24	T-Shirt?	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	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A	<ul> <li>Ask for prices Buying and selling things</li> <li>Real English: Excuse me.</li> </ul>	buying and selling: How much is this T- shirt? It's 20 dollars. Would you like this hat? I'd like that wallet, please <b>Vocabulary:</b> Personal items Drises Dhrasal works	System 44	Formative Assessments Writing Sample Unit Projects
		16.2.6-8.1S 16.2.6-8.1W			Prices Phrasal verbs with up		Exit Tickets
		10.2.0-0.1 W	CC.1.3.6.A		Pronunciation:		
			CC.1.3.7.A		Saying prices		
			CC.1.3.8.A		<b>Reading:</b> It's a Pop- Up Store!		

Weeks	Doing?	16.1.6-8.1R		Talk about	texting. Are they	System 44	
5	What Are You	16.1.6-8.1L		will:	progressive: I'm		Assessments
3 Weeks	Unit 9:	Social/Instructional	N/A	Multilingual learners	Grammar: Present	Neo+	Unit
				prompting			
				teacher			
			CC.2.2.8.B.3	terms with symbols with			
		16.3.6-8.1R		operations			
		Math	CC.2.2.7.B.3	Match order of			
			CC.1.4.8.P				
			CC.1.4.7.P				
			CC.1.4.6.P				
			CC.1.4.8.D				
			CC.1.4.7.D				
			CC.1.4.6.D				
			CC1.3.8.K				
			CC1.3.7.K				
			CC1.3.6.K				
			CC1.2.8.L				
			CC1.2.7.L				
			CC1.2.6.L				
			CC.1.5.8.B				
			CC.1.5.7.B				
			CC.1.5.6.B				
			CC.1.5.8.A				
			CC.1.5.7.A		message <b>Video:</b> Singles Day		
			CC.1.5.6.A		Writing: Text		

25-27	16.1.6-8.15		technology and	using the computer?	Formative
	16.1.6-8.1W		communication	What are you	Assessments
			Real English:	doing?	
	L.A. 16.2.6-8.1L	CC.1.2.6.A	l'm just	Vocabulary: Verbs Technology Prefix:	Writing Sample
	16.2.6-8.1R	CC.1.2.7.A		every	Unit Projects
	16.2.6-8.1S 16.2.6-8.1W	CC.1.2.8.A		Pronunciation: Intonation in	Exit Tickets
	10.2.0 0.100	CC.1.3.6.A		questions	
		CC.1.3.7.A		<b>Reading:</b> Printing the Future	
		CC.1.3.8.A		Writing: Photo description	
		CC.1.5.6.A		Video: A Helping	
		CC.1.5.7.A		Hand	
		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			
	Math 16.3.6-8.1L	CC.1.4.8.D	Match		
	10.3.0-8.1L	CC.1.4.6.P	dimensional shapes with a		
		CC.1.4.7.P	partner from oral description		

	CC.1.4.8.P	using single words or phrases (pyramid)
Science 16.4.6-8.1L		Critique peer science fair presentations with a rubric
Social Studies		and an interpreter. (Modify for unit by discussing 3d printer projects featured.)
Social Studies 16.5.6-8.1L	CC2.3.7.A.2 CC2.3.8.A.2	<ul> <li>Locate places or geographic features on a map from oral description</li> </ul>

			S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9 ) 7.1.6.B 7.1.7.B 7.1.8.B 7.1.6.A 7.1.7.A				
3 Weeks Weeks 28-30	<b>Unit 10:</b> 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	7.1.8.A N/A	Multilingual learners will: • Describe the weather and climate • Real English: What's up?	<b>Grammar:</b> Weather- related expressions: What's the weather like? How hot is it? Is it usually cold in the winter? <b>Vocabulary:</b> Weather Seasons Phrasal verbs with out <b>Pronunciation:</b> Final	Neo+ System 44	Unit Assessments Formative Assessments Writing Sample Unit Projects Exit Tickets

	CC.1.2.6.4 CC.1.2.7.4		-y sound <b>Reading:</b> A Weather Balloon Project <b>Writing:</b> Email	
	CC.1.2.8.4		Video: Loki Lego Launcher 2.0:	
	CC.1.3.6.4			
	CC.1.3.7.4			
	CC.1.3.8.4			
	CC.1.5.6.4			
	CC.1.5.7.4			
	CC.1.5.8.4			
	CC.1.5.6.E			
	CC.1.5.7.E			
	CC.1.5.8.E			
	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.1.4.6.0			
	CC.1.4.7.0			
Soci	ial Studies CC.1.4.8.			
	5.6-8.1L CC.1.4.6.F			
	CC.1.4.7.F	Locate places or geographic		
	CC.1.4.8.F	e .		

				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	<b>Unit 11:</b> I Went to Australia!	Social/Instructional 16.1.6-8.1L 16.1.6-8.1R	N/A	Multilingual learners will: • Talk about past	<b>Grammar:</b> Simple past: I went to the beach. He stayed at	Neo+ System 44	Unit Assessments
31-33		16.1.6-8.1S 16.1.6-8.1W		events	home. What did you do? Did you go		Formative Assessments
		L.A. 16.2.6-8.1L		<ul> <li>Describe travel experiences</li> </ul>	camping? Vocabulary: Vacation activities		Writing Sample
		16.2.6-8.1R 16.2.6-8.1S		<ul> <li>Real English: That sounds</li> </ul>	Verb phrases Suffix: -ful		Unit Projects
		16.2.6-8.1W		great!	Pronunciation: -ed sounds		Exit Tickets

				Reading: Walking	
		CC.1.2.6.A		Through Jordan	
				Writing: Descriptive	
		CC.1.2.7.A		paragraph	
		CC.1.2.8.A		<b>Video:</b> An Amazing Journey	
		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			
	Science	CC.1.4.7.P			
	16.4.6-8.1S	CC.1.4.8.P	Name the		

Social Studies 16.5.6-8.1L 16.5.6-8.1S	3.3.6.B1 3.3.7.B1 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.A-B 8.1.7.A-B 8.1.7.A-B 8.1.8.A-B	components of the Milky Way using visuals as a guide. • 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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3 Weeks Weeks	<b>Unit 12:</b> What Did You Do for New	16.5.6-8.1W Social/Instructional 16.1.6-8.1L 16.1.6-8.1R	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C N/A	Multilingual learners will: • Describe	<b>Grammar:</b> Prepositions of time: in, on, during,	Neo+ System 44	Unit Assessments
34-36	Year?	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	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.1.5.7.A	festival activities • Talk about celebrations • Real English: That's nice!	for Simple past: I traveled to the Philippines. What did you do on July 1st? Where did you go in the summer? <b>Vocabulary:</b> Celebrations Festivals Phrasal verbs with go <b>Pronunciation:</b> Syllable stress <b>Reading:</b> The Harbin Ice and Snow Festival <b>Writing:</b> Postcard <b>Video:</b> Winter Wonderland		Formative Assessments Writing Sample Unit Projects Exit Tickets

 1	I			1	n
		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			
	Social Studies	CC.1.4.6.P			
	16.5.6-8.1L	CC.1.4.7.P			
		CC.1.4.8.P	<ul> <li>Locate places or geographic features on a map from oral description</li> </ul>		
		7.1.6.B			
		7.1.7.B			
		7.1.8.B			
		7.1.6.A			
		7.1.7.A			
		7.1.8.A			

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional	Performance
						Resources	Tasks/
	<mark>Impact 1</mark>				Multilingual learners		Assessments
					will:		

6 Weeks	Unit 1:	Social/Instructional		Multilingual	Vocabulary Strategy:	Moby Max	Survey
	Life in the City	16.1.6-8.1L		learners will:	Base words and the		
Weeks 1-6	This unit is	16.1.6-8.2R		<ul> <li>talk about cities</li> </ul>	prefix <i>un-</i>	Neo+	Scavenger hunt
	about cities and	16.1.6-8.25		and the different			
	the interesting	16.1.6-8.2W		types of life in the	Using a dictionary	Picture Cards	Newspaper
	green spaces in			city.			article
	them waiting to	L.A.		<ul> <li>use the simple</li> </ul>	Speaking Strategy:	Scope Magazine	
	be explored.	16.2.6-8.2L 16.2.6	CC.1.2.6.A	present tense to talk	Active listening		Unit 1 Quiz
		8.2R	CC.1.2.7.A	about facts.			
		16.2.68.2S	CC.1.2.8.A	<ul> <li>use in and on to</li> </ul>	Grammar:		Unit 1-4 Mastery
		16.2.6-8.2W	CC.1.3.6.A	express location.	Use the simple		Test
			CC.1.3.7.A	<ul> <li>write about a</li> </ul>	present to talk about		
			CC.1.3.8.A	place using	facts		Exit Tickets
			CC.1.5.6.A	describing words.			
			CC.1.5.7.A		Use the prepositions		
			CC.1.5.8.A		in and on to express		
			CC.1.3.6.A		location		
			CC.1.3.7.A				
			CC.1.3.8.A		Reading Strategy:		
			CC.1.5.6.B		Making predictions		
			CC.1.5.7.B				
			CC.1.5.8.B		Writing:		
			CC.1.4.6.D		Write a description of		
			CC.1.4.7.D		a place		
			CC.1.4.8.D				
			CC.1.4.6.P				
			CC.1.4.7.P				
			CC.1.4.8.P				
		Social Studies					
		16.5.6-8.2L	7.1.6.B	Select appropriate			
			7.1.7.B	maps to identify			
			7.1.8.B	regions, countries or			
			7.1.6.A	landforms from oral			
			7.1.7.A	description.			
			7.1.8.A				
		16.5.6-8.2R	,				
			8.1.6.C	Classify data based			
			8.1.7.C	on information from			
				text and charts using			
			8.1.8.C	a graphic organizer.			

6 Weeks	Units 2 & 3:	Social/Instructional		Multilingual	Unit 2:	Moby Max	Unit 2:
		16.1.6-8.1L		learners will:	Vocabulary Strategy:		Want ad
Weeks 7-	Unit 2:	16.1.6-8.2R		Unit 2:	Base words and the	Neo+	
12	Amazing Jobs	16.1.6-8.25		<ul> <li>talk about jobs and</li> </ul>	suffixes -er, -or, and -		Comic strip
	This unit is	16.1.6-8.2W		the routines they	ist	Picture Cards	
	about unusual			involve.			Job fair
	jobs, including	L.A.		<ul> <li>show that they can</li> </ul>	Speaking Strategy:	Scope Magazine	
	jobs that	16.2.6-8.2L 16.2.6	CC.1.2.6.A	extend a	Extending the		Unit 2 Quiz
	involve	8.2R	CC.1.2.7.A	conversation.	conversation		
	adventure,	16.2.68.25	CC.1.2.8.A	<ul> <li>use the simple-</li> </ul>			Units 1-4 Mastery
	danger, and	16.2.6-8.2W	CC.1.3.6.A	present tense to ask	Grammar:		Test
	extreme		CC.1.3.7.A	and answer	Use present simple		
	physical		CC.1.3.8.A	questions about job	questions and		Exit Tickets
	activity.		CC.1.5.6.A	routines.	answers to talk about		
			CC.1.5.7.A	<ul> <li>use possessives to</li> </ul>	routines		Unit 3:
	Unit 3:		CC.1.5.8.A	show ownership.			Poster
	Secrets of the		CC.1.3.6.A	<ul> <li>write a descriptive</li> </ul>	Use possessives		
	Dark		CC.1.3.7.A	paragraph about			Blog entry
	This unit is		CC.1.3.8.A	someone's routine.	<b>Reading Strategy:</b>		
	about life in the		CC.1.5.6.B	Unit 3:	Compare and		"Day-and-night"
	dark.		CC.1.5.7.B	<ul> <li>talk about night,</li> </ul>	contrast		video
			CC.1.5.8.B	darkness, and			
			CC.1.4.6.D	nocturnal activities.	Writing:		Unit 3 Quiz
			CC.1.4.7.D	<ul> <li>ask for and give</li> </ul>	Write a description of		
			CC.1.4.8.D	help with	a daily routine		Unit 1-4 Mastery
			CC.1.4.6.P	schoolwork.			Test
			CC.1.4.7.P	<ul> <li>use the present</li> </ul>	<u>Unit 3:</u>		
			CC.1.4.8.P	progressive to say			Exit Tickets
				what is happening	Vocabulary Strategy:		
				now.	• Prefix mis- •		
				• use <i>at, on,</i> and <i>in</i>	Collocations		
				to talk about when			
				things happen.	Speaking Strategy:		
				• write about an	Asking for and giving		
				event using sensory	reasons		
				details.			
		Science			Grammar:		
		16.4.6-8.25	3.3.6.B1	Restate the	Present progressive:		
			3.3.7.B1	interconnectedness	Saying what is		

		Social Studies 16.5.6-8.2L 16.5.6-8.2R	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	of the components of the Milky Way using visuals and notes/ graphic organizers. (job connection: astronaut) Select appropriate maps to identify regions, countries or landforms from oral description. Classify data based on information from text and charts using a graphic organizer.	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 <b>Reading Strategy:</b> Describing words <b>Writing:</b> Write a description of an event Genre: Descriptive paragraph Focus:: Use sensory words		
6 Weeks	Units 4 & 5:	Social/Instructional		Multilingual	Unit 4:	Moby Max	Unit 4:
	Unit 4:	16.1.6-8.1L		learners will:	Vocabulary Strategy:		Poster or
Weeks 13-	Living Together	16.1.6-8.2R		Unit 4:	Prefix <i>-mis</i>	Neo+	brochure
18	This unit is	16.1.6-8.25		<ul> <li>talk about</li> </ul>			
	about	16.1.6-8.2W		interactions	Collocations	Picture Cards	Presentation
	interactions			between humans			
	between	L.A.		and wild animals.	Speaking Strategy:	Scope Magazine	Video interview
	animals and	16.2.6-8.2L 16.2.6	CC.1.2.6.A	<ul> <li>ask for and give</li> </ul>	Asking for and giving		
	humans.	8.2R	CC.1.2.7.A	reasons.	reasons		Unit 4 Quiz
		16.2.68.2S	CC.1.2.8.A	<ul> <li>use modals to</li> </ul>			
		16.2.6-8.2W	CC.1.3.6.A	describe obligation	Grammar:		Units 1-4 Mastery
			CC.1.3.7.A	and advice.	Use modals to		Test
			CC.1.3.8.A	• use can, can't,	describe obligation		
	Unit 5:		CC.1.5.6.A	could, and couldn't	and advice		Exit Tickets
	What We Wear		CC.1.5.7.A	to describe ability in			
	This unit is		CC.1.5.8.A	the present and	Use modals to		
	about clothing,		CC.1.3.6.A	past.	describe ability in the		Unit 5:

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

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		• write a description	Writing:	
	4.3.6.D	of a uniform that's	Write a description of	
		has changed over	a uniform	
		time.		
		Match sentence		
		strips to illustrations		
		of the steps in the		
Social Studies		recycling process		
		with a partner.		
16.5.6-8.2L		(Clothing recycling)		
	7.1.6.B			
	7170			
	7.1.7.B			
	7.1.8.B			
		Select appropriate		
16.5.6-8.2R	7.1.6.A	maps to identify		
		regions, countries or		
	7.1.7.A	landforms from oral		
	7.1.8.A	description.		
	7.1.0.A	description.		
16.5.6-8.2S	8.1.6.C	Classify data based		
		on information from		
	8.1.7.C			
	0.1.0.0	text and charts using		
16.5.6-8.2W	8.1.8.C	a graphic organizer.		
10.0.0 0.2 W		A		
		Answer WH-		
	8.1.6.A-B	questions about		
	0.1.U.A-D	historical figures or		
	8.1.7.A-B	events from		
		photographs,		
	8.1.8.A-B	illustrations or		
		videos in a small		
		group.		
	8.1.6 A			
	8.1.7.A	Write phrases or		
	0.1.7.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	Units 6 & 7:	Social/Instructional 16.1.6-8.1L		Multilingual learners will:	Unit 6: Vocabulary Strategy:	Moby Max	Unit 6: Food art
Weeks 19-	Unit 6:	16.1.6-8.2R		Unit 6:	Multiple-meaning	Neo+	
24	Mix and Mash	16.1.6-8.25		• talk about mash-	words		Comic strip
	This unit is	16.1.6-8.2W		ups.		Picture Cards	
	about mash-			• clarify a point.	Context clues		Hybrid sport
	ups, or things	L.A.		• use adjectives to		Scope Magazine	, ,
	created by	16.2.6-8.2L 16.2.6	CC.1.2.6.A	compare two or	Speaking Strategy:		Unit 6 Quiz
	combining	8.2R	CC.1.2.7.A	more things.	Clarifying a point		
	elements from	16.2.68.25	CC.1.2.8.A	<ul> <li>use count and</li> </ul>			Units 5-8 Mastery
	two or more	16.2.6-8.2W	CC.1.3.6.A	noncount nouns to	Grammar:		Test
	sources.		CC.1.3.7.A	talk about amounts.	Use adjectives to		
			CC.1.3.8.A	<ul> <li>write a paragraph</li> </ul>	compare two or more		Exit Tickets
	Unit 7:		CC.1.5.6.A	of exemplification	things.		
	Art in the Open		CC.1.5.7.A	about animal mash-			
	This unit looks		CC.1.5.8.A	ups.	Use count and		
	at uses of		CC.1.3.6.A		noncount nouns to		
	technology.		CC.1.3.7.A		talk about amounts.		
			CC.1.3.8.A				
			CC.1.5.6.B		Reading Strategy:		
			CC.1.5.7.B		Visualize		
			CC.1.5.8.B				
			CC.1.4.6.D		Writing:		
			CC.1.4.7.D		Write a paragraph of		
			CC.1.4.8.D		exemplification about		
			CC.1.4.6.P		an animal mash-up		
			CC.1.4.7.P				
		Math	CC.1.4.8.P		Unit 7:		
		Math		Coloct two	Vocabulary Strategy:		
		16.3.6-8.2L	CC2.3.7.A.2	Select two-	Suffix -ible		
			CC2.3.8.A.2	dimensional shapes	Dout of choose		
				three-dimensional	Part of speech		Linit 7:
				shapes and two-			Unit 7:

		dimensional shapes	Speaking Strategy:	 Presentation
		from an oral	Making and	
		description with a	responding to	Robot design
		partner reading brief	requests	, , , , , , , , , , , , , , , , , , ,
		descriptions. (Food		Outdated gadget
		shapes)	Grammar:	museum
			Use superlatives to	
		Unit 7:	talk about extremes	Unit 7 Quiz
		• talk about the uses		
		of technology.	Use will and going to	Units 5-8 Mastery
		<ul> <li>make and respond</li> </ul>	to talk about the	Test
		to requests.	future	
		• use superlatives to		Exit Tickets
		talk about extremes.	Reading Strategy:	
		• use <i>will</i> and <i>going</i>	Identify main idea	
		to to talk about the	and details	
		future.		
		• write a product	Writing:	
		review.	Write a product	
			review	
		Critique peer science		
Science	S8.A.1.1	fair presentations		
16.4.6-8.2L	Science as	with a rubric with		
10.1.0 0.22		icons (e.g., Likert		
	Inquiry	Scale) and a partner.		
	(e.g. 3.1.6.A9	(robot design)		
	3.1.7.A9			
	3.1.8.A9)			
		Select appropriate		
		Select appropriate		
Social Studies	7.1.6.B	maps to identify regions, countries or		
	7.1.7.B			
16.5.6-8.2L	7.1.8.B	landforms from oral		
	7.1.6.A	description.		
	7.1.7.A			
	7.1.8.A			
	7.1.0.A			
		Classify data based		
	9166	on information from		
16.5.6-8.2R	8.1.6.C	text and charts using		
	8.1.7.C	a graphic organizer.		

			8.1.8.C				
6 Weeks	Unit 8:	Social/Instructional		Unit 8:	Unit 8:	Moby Max	Unit 8:
	Into the Past	16.1.6-8.1L		talk about the	Vocabulary Strategy:		Mancala game
Weeks 25-	This unit looks	16.1.6-8.2R		distant past.	Suffix <i>-ful</i>	Neo+	Server Server
30	at the past and	16.1.6-8.25		• use new phrases			Biographical
	at why it's	16.1.6-8.2W		to check for	Definitions and	Picture Cards	poster
	, important to			understanding.	examples		'
	understand the	L.A.		• use the present		Scope Magazine	Skit
	past.	16.2.6-8.2L 16.2.6	CC.1.2.6.A	perfect to describe a	Speaking Strategy:		
		8.2R	CC.1.2.7.A	past action that still	Talking about likes		Unit 8 Quiz
		16.2.68.25	CC.1.2.8.A	continues.	and dislikes		
		16.2.6-8.2W	CC.1.3.6.A	• use there + to be			Units 5-8 Mastery
			CC.1.3.7.A	to talk about	Grammar:		Test
			CC.1.3.8.A	existence.	Use the present		
			CC.1.5.6.A	• write a	perfect to describe a		Exit Tickets
			CC.1.5.7.A	classification	past action that still		
			CC.1.5.8.A	paragraph about	continues		
			CC.1.3.6.A	local festivals.			
			CC.1.3.7.A		Use there + to be to		
			CC.1.3.8.A		talk about existence		
			CC.1.5.6.B				
			CC.1.5.7.B		Reading Strategy:		
			CC.1.5.8.B		Identify cause and		
			CC.1.4.6.D		effect		
			CC.1.4.7.D				
			CC.1.4.8.D		Writing:		
			CC.1.4.6.P		Write a classification		
			CC.1.4.7.P		paragraph		
			CC.1.4.8.P				
		Math	CC.2.2.7.B.3	Identify key terms to			
		16.3.6-8.2R	CC.2.2.8.B.3	determine the order			
				of operations in a			
				shared reading of a			
				story problem.			
				(Using the timeline,			
				determine number			
				or years elapsed.)			
			CC.2.2.7.B.3				

16.3.6-8.25	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 8.1.6 A	Answer WH- questions about historical figures or events from photographs, illustrations or videos in a small group.		
16.5.6-8.2W	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**

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional	Performance Tasks/
						Resources	Assessments
	<mark>Impact 2</mark>				Multilingual		
					learners will:		
6 Weeks	Unit 1:	16.1.6-8.1L	CC.1.2.6.A	Multilingual	Vocabulary	Moby Max	Art Presentation
	Color Matters	16.1.6-8.3R	CC.1.2.7.A	learners will:	Strategy:		
Weeks	This unit is	16.1.6-8.35	CC.1.2.8.A	<ul> <li>talk about colors,</li> </ul>	Suffix -al	Neo+	Food Presentation
1-6	about color in	16.1.6-8.3W	CC.1.3.6.A	their history, and			
	the world		CC.1.3.7.A	why they are	Using Context	Picture Cards	Blog Entry
	around us and	16.2.6-8.3L	CC.1.3.8.A	important.	Clues		
	its effort on	16.2.68.35	CC.1.5.6.A	• correct		Scope Magazine	Unit 1 Quiz
	people.	16.2.6-8.3W	CC.1.5.7.A	information.	Speaking Strategy:		
			CC.1.5.8.A	• use <i>the</i> to identify	Correcting		Unit 1-4 Mastery Test
			CC.1.3.6.A	general and specific	information		
			CC.1.3.7.A	things.			Exit Tickets
			CC.1.3.8.A	<ul> <li>write a paragraph</li> </ul>	Grammar:		
			CC.1.5.6.B	about their favorite	Use comparatives		
			CC.1.5.7.B	color using a topic	and superlatives:		
			CC.1.5.8.B	sentence.	comparing two or		
			CC.1.4.6.D		more things		
			CC.1.4.7.D				
			CC.1.4.8.D		Identify general		
			CC.1.4.6.P		and specific things		
			CC.1.4.7.P		with <i>the</i>		
			CC.1.4.8.P				
				Select	Reading Strategy:		
		16.3.6-8.3L	CC2.3.7.A.2	twodimensional	Identify sequence		
			CC2.3.8.A.2	shapes three-	of events and		
				dimensional shapes	discuss the amount		
				and	time between each		
				twodimensional	event		
				shapes from an oral			
				description with a	Writing:		
				partner reading a	Write a descriptive		
				paragraph	paragraph		
				Demonstrate the			
				order of multi-step			

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16.3.6-8.3R	CC.2.2.7.B.3	problems using		
	CC.2.2.8.B.3	manipulatives.		
16.3.6-8.35	CC.2.2.7.B.3	Explain the steps		
	CC.2.2.8.B.3	used to solve a		
		visually supported		
		math problem.		
		math problem.		
		Commence		
		Compare and		
		contrast data in		
16.3.6-8.3W	CC.2.4.6.B.1	charts and graphs		
	CC.2.4.7.B.1	using a Venn		
	CC.2.4.8.B.1	diagram.		
		Select appropriate		
		maps based on oral		
16.5.6-8.3L	7.1.6.B	descriptions about		
10.5.0 0.51	7.1.7.B	regions, countries,		
	7.1.8.B	-		
		landforms or		
	7.1.6.A	manmade		
	7.1.7.A	structures		
	7.1.8.A			
		Compare data		
		based on		
16.5.6-8.3R	8.1.6.C	information from		
	8.1.7.C	text and charts		
	8.1.8.C	using a graphic		
	0.1.0.C			
		organizer.		
		Role-play scenes		
		from the lives of		
16.5.6-8.35	8.1.6.A-B	historical figures or		
	8.1.7.A-B	events with a team.		
	8.1.8.A-B			
		Compare and/or		
		contrast visually		
		-		
		supported		
16.5.6-8.3W	8.1.6.A	historical events		
	8.1.7.A	using a Venn		
	8.1.8.A	diagram.		

			8.1.6.C				
			8.1.7.C				
			8.1.7.C 8.1.8.C				
			0.1.0.C				
6 Weeks	Units 2 & 3:	16.1.6-8.1L	CC.1.2.6.A	Multilingual	Unit 2:	Moby Max	Unit 2:
		16.1.6-8.3R	CC.1.2.7.A	learners will:	Vocabulary		Healthy-living brochure
Weeks	Unit 2:	16.1.6-8.35	CC.1.2.8.A	Unit 2:	Strategy:	Neo+	
7-12	Feeling Good?	16.1.6-8.3W	CC.1.3.6.A	• talk about things	Suffix -ness		Sleep research
, 12	This unit	10.1.0 0.5 W	CC.1.3.7.A	that affect		Picture Cards	Sieepresearen
	explores	16.2.6-8.3L	CC.1.3.8.A	emotional and	Using a dictionary		Quiz show
	factors that	16.2.6-8.3R	CC.1.5.6.A	physical health.		Scope Magazine	
	affect our	16.2.6-8.35	CC.1.5.7.A	check in with	Sample sentences	Scope Magazine	Unit 2 Quiz
	physical and	16.2.6-8.3W	CC.1.5.8.A	friends and talk			
	emotional	10.2.0 0.5 W	CC1.2.6.L	about how they	Speaking Strategy:		Units 1-4 Mastery Test
	health.	16.3.6-8.35	CC1.2.7.L	feel.	Checking in with		onits 1 4 Mustery rest
	incurrit.	16.3.6-8.3W	CC1.2.8.L	• use adverbs to	friends and saying		Exit Tickets
	Unit 3:	10.5.0 0.5 W	CC1.3.6.K	talk about how and	how you feel		
	Your Virtual	16.4.6-8.3W	CC1.3.7.K	how often you do			Unit 3:
	Self	10.4.0 0.5 W	CC1.3.8.K	something.	Grammar:		Survey
	This unit is	16.5.6-8.3L	CC.1.3.6.A	• use make +	Use adverbs to say		Survey
	about	16.5.6-8.3R	CC.1.3.7.A	adjective to talk	how and how often		Advertisement
	technology in	16.5.6-8.35	CC.1.3.8.A	about what affects	you do something		Auvertisement
	everyday life.	16.5.6-8.3W	CC.1.5.6.B	their mood and	you do something		Technology fair
	everyddy me.	10.5.0-8.5 W	CC.1.5.7.B	feelings.	Say what affects		
			CC.1.5.8.B	• write a	mood and feelings		Unit 3 Quiz
			CC.1.4.6.D	classification essay	using make +		
			CC.1.4.7.D	about the negative	adjective		Unit 1-4 Mastery Test
			CC.1.4.8.D	effects of stress.	aujective		Onit 1-4 Mastery Test
			CC.1.4.6.P	Unit 3:	Reading Strategy:		Exit Tickets
			CC.1.4.7.P	• talk about how	Summarize		
			CC.1.4.7.P	technology affects	Summanze		
			CC.1.4.0.F	our lives.	Writing:		
			CC.2.2.7.B.3	• check	Write a		
			CC.2.2.8.B.3	understanding.	classification essay		
			CC.2.4.6.B.1	• use modals to talk	ciussilication essay		
			CC.2.4.0.B.1 CC.2.4.7.B.1	about obligation,	Unit 3:		
			CC.2.4.7.B.1 CC.2.4.8.B.1	advice, and	Vocabulary		
				permission.	Strategy:		
			3.1.6.A2	• use <i>must</i> , <i>might</i> ,	Prefix inter-		
			5.1.U.AZ	• use must, might,	FIEIX IIILEI-		

				and any the			
			3.1.7.A2	and <i>can't</i> to			
			3.1.6.A5	express certainty.	Use a thesaurus		
			3.1.7.A5	• write an opinion			
				essay about	Speaking Strategy:		
			7.1.6.B	smartphones.	Checking for		
			7.1.7.B		understanding and		
			7.1.8.B		responding		
			7.1.6.A				
			7.1.7.A		Grammar:		
			7.1.8.A		Use modals to		
			8.1.6.C		express obligation,		
			8.1.7.C		advice, and		
			8.1.8.C		permission		
			8.1.6.A-B				
			8.1.7.A-B		Use must, might,		
			8.1.8.A-B		and <i>can't</i> to		
			8.1.6.A		express certainty		
			8.1.7.A				
			8.1.8.A		<b>Reading Strategy:</b>		
			8.1.6.C		Connect text to		
			8.1.7.C		personal		
			8.1.8.C		experience		
					Writing:		
					Write a facts and		
					opinion essay		
6 Weeks	Units 4 & 5:	16.1.6-8.1L	CC.1.2.6.A	Multilingual	Unit 4:	Moby Max	Unit 4:
	Unit 4:	16.1.6-8.3R	CC.1.2.7.A	learners will:	Vocabulary		Blog entry
Weeks	Underwater	16.1.6-8.35	CC.1.2.8.A	Unit 4:	Strategy:	Neo+	
13-18	Mysteries	16.1.6-8.3W	CC.1.3.6.A	<ul> <li>talk about</li> </ul>	Prefix -pre		Underwater city
	This unit is		CC.1.3.7.A	underwater		Picture Cards	
	about	16.2.6-8.3L	CC.1.3.8.A	exploration.	Use context of unit		Local body of water
	underwater	16.2.6-8.3R	CC.1.5.6.A	make and		Scope Magazine	
	exploration	16.2.6-8.35	CC.1.5.7.A	respond to	Speaking Strategy:		Unit 4 Quiz
	and	16.2.8.3W	CC.1.5.8.A	suggestions.	Making and		
	discoveries.		CC1.2.6.L	• use used to and	responding to		Units 1-4 Mastery Test
		16.3.6-8.3R	CC1.2.7.L	would to tale about	suggestions		
	Unit 5:	16.3.6-8.35	CC1.2.8.L	habits in the past.			Exit Tickets
	Life in the	16.3.6-8.3W	CC1.3.6.K	• use the simple	Grammar:		
			1			1	1

Extrama		CC1.3.7.K	pact to deceribe	Use used to and	Unit 5:
Extreme		СС1.3.7.К СС1.3.8.К	past to describe		
This unit is	16.5.6-8.3L		past actions.	would to talk about	Brochure
about animals	16.5.6-8.3R	CC.1.3.6.A	• write a contrast	habits in the past	Contact
that live in	16.5.6-8.3S	CC.1.3.7.A	essay about a	Lies the simple past	Contest
extreme	16.5.6-8.3W	CC.1.3.8.A	mythical creature.	Use the simple past	laura el entre i
environments.		CC.1.5.6.B	Unit 5:	describe past	Journal entry
		CC.1.5.7.B	• talk about	actions	
		CC.1.5.8.B	creatures that live.		Unit 5 Quiz
		CC.1.4.6.D	in extreme	Reading Strategy:	
		CC.1.4.7.D	conditions.	Identify author's	Units 5-8 Mastery Test
		CC.1.4.8.D	express and	purpose	
		CC.1.4.6.P	respond to strong		Exit Tickets
		CC.1.4.7.P	opinions.	Writing:	
		CC.1.4.8.P	• use the present	Contrast Essay	
			perfect to describe		
		CC.2.2.7.B.3	experiences.	Unit 5:	
		CC.2.2.8.B.3	• use asas to	Vocabulary	
		CC.2.2.7.B.3	make comparisons.	Strategy:	
		CC.2.2.8.B.3	• write a persuasive	Synonyms	
		CC.2.4.6.B.1	essay about an		
		CC.2.4.7.B.1	endangered animal.	Using photos as	
		CC.2.4.8.B.1		context clues	
		7.1.6.B		Speaking Strategy:	
		7.1.7.B		Expressing and	
		7.1.8.B		responding to	
		7.1.6.A		strong emotions	
		7.1.7.A			
		7.1.8.A		Grammar:	
		8.1.6.C		Use present	
		8.1.7.C		perfect to describe	
		8.1.8.C		past experiences	
		8.1.6.A-B			
		8.1.7.A-B		Use <i>asas</i> to make	
		8.1.8.A-B		comparisons of	
		8.1.6.A		equality	
		8.1.7.A			
		8.1.8.A		Reading Strategy:	
		8.1.6.C		Categorize	
		8.1.7.C		information	

			8.1.8.C		Writing:		
					Write a persuasive		
					essay		
					,		
6 Weeks	Units 6 & 7:	16.1.6-8.1L	CC.1.2.6.A	Multilingual	Unit 6:	Moby Max	Unit 6:
		16.1.6-8.3R	CC.1.2.7.A	learners will:	Vocabulary		Recipe book
Weeks	Unit 6:	16.1.6-8.3S	CC.1.2.8.A	Unit 6:	Strategy:	Neo+	
19-24	Are You Going	16.1.6-8.3W	CC.1.3.6.A	<ul> <li>talk about food</li> </ul>	Antonyms		Magazine article
	to Eat That?		CC.1.3.7.A	waste.		Picture Cards	
	This unit is		CC.1.3.8.A	<ul> <li>ask for repetition</li> </ul>	Use antonyms to		Comic strip
	about food	16.2.6-8.3L	CC.1.5.6.A	and repeat	find meaning	Scope Magazine	
	waste and	16.2.6-8.3R	CC.1.5.7.A	information.			Unit 6 Quiz
	ways to	16.2.6-8.35	CC.1.5.8.A	• use going to, will,	Speaking Strategy:		
	prevent it.	16.2.6-8.3W	CC1.2.6.L	and the present	Ask for repetition		Units 5-8 Mastery Test
			CC1.2.7.L	progressive to talk	and repeat		
	Unit 7:		CC1.2.8.L	about the future.	information		Exit Tickets
	Art in the		CC1.3.6.K	<ul> <li>use conditionals</li> </ul>			
	Open		CC1.3.7.K	to talk about cause	Grammar:		
	This unit is		CC1.3.8.K	and effect.	Talk about the		Unit 7:
	about art in		CC.1.3.6.A	<ul> <li>write a cause-</li> </ul>	future with going		Presentation
	public places.		CC.1.3.7.A	and-effect essay.	to, will, and the		
			CC.1.3.8.A	Unit 7:	present		Art show
			CC.1.5.6.B	<ul> <li>talk about art in</li> </ul>	progressive		
			CC.1.5.7.B	public places.			Biography
			CC.1.5.8.B	<ul> <li>ask for more</li> </ul>	Talk about cause		
			CC.1.4.6.D	information.	and effect with		Unit 7 Quiz
			CC.1.4.7.D	use simple past	conditionals		
			CC.1.4.8.D	and present perfect			Units 5-8 Mastery Test
			CC.1.4.6.P	to talk about the	Reading Strategy:		
			CC.1.4.7.P	past.	Scan for		Exit Tickets
			CC.1.4.8.P	• use the indefinite	information		
				pronouns to talk			
				about people,	Writing:		
				places, and things.	Write a cause-and-		
				write a process	effect essay		
				essay about how to	11		
				create a public	Unit 7:		
				piece of art.	Vocabulary		
					Strategy:		

		Select two-	Greek and Latin	
16.3.6-8.3L		dimensional shapes	roots ( <i>mur, poli</i> )	
16.3.6-8.3R		three-dimensional		
16.3.6-8.3S		shapes and two-	Finding definitions	
16.3.6-8.3W		dimensional shapes		
		from an oral	Speaking Strategy:	
	CC2.3.7.A.2	description with a	Asking for more	
	CC2.5.7.A.2	partner reading a	information	
	CC2.3.8.A.2	paragraph		
			Grammar:	
	CC.2.2.7.B.3	Identify the steps	Use simple past vs.	
	CC.2.2.8.B.3	and outcomes of a	present perfect to	
16.4.6-8.3R	CC.2.2.7.B.3	community	talk about the past	
10.7.0 0.51	CC.2.2.8.B.3	recycling program	taix about the past	
	CC.2.4.6.B.1		Lles indefinite	
	CC.2.4.7.B.1	in a highlighted or chunked	Use indefinite	
	CC.2.4.8.B.1		pronouns to talk	
	00.2. 1.0.0.1	newspaper article.	about people,	
			places, and things	
			without giving	
		Ask questions	details.	
16.4.6-8.35	4.3.6.D	about the		
		interconnectedness	Reading Strategy:	
		of the components	Main idea	
		of the Milky Way		
		using visuals and	Writing:	
		notes/graphic	Write a process	
		organizers.	essay	
			,	
		List the steps of		
	3.3.6.B1	photosynthesis in		
		plants using a		
	3.3.7.B1	pictorial		
		•		
		representation.		
10.000				
16.4.6-8.3W				
16.4.6-8.3W		representation.		

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		

6 Weeks	Unit 8: Don't	16.1.6-8.1L	CC.1.2.6.A	Unit 8:	Unit 8:	Moby Max	Unit 8:
	Panic!	16.1.6-8.3R	CC.1.2.7.A	<ul> <li>talk about being</li> </ul>	Vocabulary		Skit
Weeks	This unit is	16.1.6-8.35	CC.1.2.8.A	prepared in the	Strategy:	Neo+	
25-30	about natural	16.1.6-8.3W	CC.1.3.6.A	face of disaster.	Suffix -tion		Comic strip
	disasters and		CC.1.3.7.A	<ul> <li>tell a story and</li> </ul>		Picture Cards	
	survival.		CC.1.3.8.A	show interest.	Using a thesaurus:		News article
		16.2.6-8.3L	CC.1.5.6.A	• use simple past	Synonyms	Scope Magazine	
		16.2.6-8.3R	CC.1.5.7.A	and the past			Unit 8 Quiz
		16.2.6-8.35	CC.1.5.8.A	progressive to talk	Speaking Strategy:		
			CC1.2.6.L	about the past.	Tell a story and		Units 5-8 Mastery Test
			CC1.2.7.L	<ul> <li>use the present</li> </ul>	show interest		
			CC1.2.8.L	perfect and the			Exit Tickets
			CC1.3.6.K	present perfect	Grammar:		
			CC1.3.7.K	progressive to talk	Use simple past vs.		
			CC1.3.8.K	about the duration	past progressive to		
			CC.1.3.6.A	of activities.	talk about the past		
			CC.1.3.7.A	<ul> <li>write a narrative</li> </ul>			
			CC.1.3.8.A	essay about a	Use present		
			CC.1.5.6.B	survival story.	perfect vs. present		
			CC.1.5.7.B		perfect progressive		
			CC.1.5.8.B		to express the		
					duration of		
		16.3.6-8.3R	CC.2.2.7.B.3		activities		
		16.3.6-8.35	CC.2.2.8.B.3				
			CC.2.2.7.B.3		Reading Strategy:		
			CC.2.2.8.B.3		Visualize		
					Writing:		
		16.4.6-8.3L	S8.A.1.1	Critique peer	Write a narrative		
			Science as	science fair	essay		
			Inquiry (e.g.	presentations with			
			3.1.6.A9	a rubric with icons			
			3.1.7.A9	(e.g., Likert Scale).			
			3.1.8.A9)				
		16.5.6-8.3L	7.1.6.B				
		16.5.6-8.35	7.1.7.B				
		16.5.6-8.3W	7.1.8.B				
		10.3.0-0.3 W					
			7.1.6.A				

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		

## **Curriculum Timeline ELD Level 4**

Timeline	Themes/Uni	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
Timeline 6 Weeks 1-6	Themes/Uni Impact 3 Unit 1 Who Am I? Teen identity and Personality	ELD Standard 16.1.6-8.1L 16.1.6-8.4R 16.1.6-8.4W 16.2.6-8.4L 16.2.6-8.4S Social Studies 16.5.6-8.4W	CCSS CC.1.2.6.A CC.1.2.7.A CC.1.2.7.A CC.1.3.6.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.1.5.7.A CC.1.5.6.B CC.1.5.7.B CC.1.5.7.B	Objective Multilingual learners will: Talk about personality and character • Compare and contrast personalities • Use tag questions to confirm information or seek agreement • Use <i>it</i> to talk about weather, time, and distance, and for emphasis • Write an essay comparing and contrasting people's personalities Generate an informative comparative summary of historical events with a writing frame in a small group.	Content Vocabulary Strategy: suffix -ous, using context Speaking Strategy: compare/contrast Grammar: confirming info. or seeking agreement, special uses of <i>it</i> Reading Strategy: identify descriptive words Writing: compare and contrast essay Personal interest survey		
			8.1.6.A 8.1.7.A				

			8.1.8.A				
			0.1.0.7				
			8.1.6.C				
			8.1.7.C				
			8.1.8.C				
6 Weeks	Units 2 & 3	16.1.6-8.1L		Multilingual learners will:	Vocabulary	Scope	Unit Assessment
		16.1.6-8.4R		Unit 2• Talk about	Strategy: prefixes -	Magazine	
Weeks	Misunderstood	16.1.6-8.4S		misunderstood animals and	mis and –un, using a	_	Formative
7-12	Animals	16.1.6-8.4W		their roles in the ecosystem •	thesaurus	Neo Study	Assessment
	Animals in			Express surprise and disbelief	Speaking Strategy:		
	popular culture	16.2.6-8.4L		<ul> <li>Speculate and express</li> </ul>	expressing surprise		Writing Sample
		16.2.6-8.4R		certainty about the past • Use	and disbelief		
	Everybody's	16.2.6-8.45		infinitives with and without to	Grammar: modals-		Projects
	Doing It!		CC.1.2.6.A	<ul> <li>Write a process description</li> </ul>	speculating about		
	Human and		CC.1.2.7.A	about how to train a dog	the past, infinitives		Exit Tickets
	Animal Group			Unit 3	with and without <i>to</i>		
	Behavior		CC.1.2.8.A	Talk about human and	Reading Strategy:		
			CC.1.3.6.A	animal group behavior • Express cause and effect •	distinguish supporting details		
			CC.1.3.7.A	Use two- and three-word	Writing: process		
			66 4 3 8 A	verbs • Use enough, too	description, focus –		
			CC.1.3.8.A	many, and too much to talk	describe purpose		
			CC.1.5.6.A	about amounts • Write a description of a group	and sequence		
			CC.1.5.7.A	behavior and include	Unit 3		
			CC.1.5.8.A	supporting examples	Vocabulary Strategy: Synonyms,		
			CC.1.5.6.B		definitions and		
					examples		
			CC.1.5.7.B		Speaking Strategy:		
			CC.1.5.8.B		Expressing cause and effect		
				Solve multi-step problems	Grammar: Separable		
		Math		based on models (I.e. animal	and inseparable		
		16.3.6-8.4R		graphs, charts, etc.)	two- and three-word		

			CC.1.5.6.B	Use the past perfect to	present and past		
			CC.1.5.8.A	counterargue, and concede •	giving advice about		
			CC.1.5.7.A	Use phrases to argue,	suggestions and		
			CC.1.5.6.A	flying animals and machines •	Modals: Making		
			CC.1.3.8.A	• Talk about the evolution of	to grow cotton.		
			CC.1.3.7.A	Unit 5	pesticides are used		
	Human Flight	10.2.0-0.43	CC.1.2.8.A CC.1.3.6.A	opinions	processes A lot of		
	Animal and	16.2.6-8.4K	CC.1.2.7.A CC.1.2.8.A		actions and		LAIL HUNCES
ł	Flying High Evolution of	16.2.6-8.4L 16.2.6-8.4R	CC.1.2.6.A CC.1.2.7.A	reducing your fashion footprint and support your	passive: Describing		Exit Tickets
ł	Elving High	L.A. 16.2.6-8.4L	CC.1.2.6.A	and give advice • Write about	clarifying Grammar: Present		Projects
l I	fashion choices			processes • Make suggestions	clarification and		Drojosto
	Responsible	16.1.6-8.4W		Describe actions and	Asking for		Writing Sample
	Making	16.1.6-8.4S		clarification and clarify •	Speaking Strategy:	Neo Study	
13-18	Footprints	16.1.6-8.4R		and sustainability • Ask for	using a dictionary		Assessment
Weeks	Fashion	16.1.6-8.1L		• Talk about clothing choices	Strategy: Suffix –al,	Magazine	Formative
		instructional		Unit 4	Vocabulary	Scope	
6 Weeks	Units 4 & 5	Social and		Multilingual learners will:	Unit 4		Unit Assessment
					- 1		
					examples		
					essay Focus: Give		
			CC.2.2.8.B.3		Exemplification		
			CC.2.2.7.D.3		Writing: Genre:		
			CC.2.2.7.B.3		Look for definitions and examples		
					Reading Strategy:		
					need more.		
					enough feathers. I		
					but there are not		
					enough pillowcases,		
					amounts I have		
			CC1.3.8.K		Talking about		
					many, too much:		
			СС1.3.7.К		out. Enough, too		
			CC1.3.6.K		figured a solution		
					solution. They		
			CC1.2.8.L		figured out a		
			CC1.2.7.L		problem They		
					talked about the		
			CC1.2.6.L		verbs: The scientists		

		CC.1.5.7.B	distinguish the first of two	actions You
		CC.1.5.8.B	actions in the past • Use the	shouldn't have
			past perfect progressive to	bought that leather
		CC1.2.6.L	describe the first of two	jacket. You could
		CC1.2.7.L	actions in the past • Write a	have gotten that
		CC1.2.8.L	classification essay describing	organic cotton
		CC1.3.6.K	two types of animal flight	jacket instead
		CC1.3.7.K		Reading Strategy:
		CC1.3.8.K		Compare and
				contrast
			Analyze the process for	Writing: : Persuasive
	Math	CC.2.4.6.B.1	solving grade-level math	essay Focus:
	16.3.6-8.4S		problems with a partner.	Introduce facts and
		CC.2.4.7.B.1		statistics
	16.3.6-8.4W	CC.2.4.8.B.1	Create an appropriate chart	
		CC.2.4.0.D.1	or graph for a given set of	Unit 5
		CC.2.2.7.B.3	data while working with a	Vocabulary
		CC.2.2.8.B.3	partner.	Strategy: root words
				(port), using a
	Science		Identify the steps and	dictionary,
	16.4.6-8.4R		outcomes of a community	pronunciation guide
		4.3.6.D	recycling program in a	Speaking Strategy:
			highlighted or chunked	Arguing and
	16.4.6-8.4L		newspaper article.	conceding
				Grammar: Past
			Critique poer esience fair	perfect: Talking
			Critique peer science fair	about the first of
		S8.A.1.1	presentations	two actions in the
		Science as		past Pterosaurs had
		Inquiry		already disappeared
		(e.g.		by the time humans
		3.1.6.A9		evolved. Past
		3.1.7.A9		perfect progressive:
	Social Studies	3.1.8.A9)	Compare and contrast	Talking about the
	16.5.6-8.4L	J.1.0.AJ	different types of maps from	first of two actions
			oral descriptions using a	in the past The
			graphic organizer.	Wright brothers had
				been working on
		7.1.6.B		powered flight for
			Analyze data based on	several years
I	1			

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

L.A. 16.2.6-8.4R Science 16.4.6-8.4S	CC1.2.6.L CC1.2.7.L CC1.2.8.L CC1.3.6.K CC1.3.7.K CC1.3.8.K 3.3.6.B1 3.3.7.B1	adverbs to compare how things are done • Write a persuasive essay about space and ocean exploration Identify the central and related ideas of a text in sentences using a story map while working in a small group. Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	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. <b>Reading Strategy:</b> Categorize and classify <b>Writing:</b> Persuasive essay Focus: Present both sides of an argument		Exit Tickets	
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6 Weeks	Unit 7	Social and		Multilingual learners will:	Vocabulary	Scope	Unit Assessment
	Visual Stories	instructional		<ul> <li>Talk about using images to</li> </ul>	Strategy: Multiple	Magazine	
Weeks	Telling Visual	16.1.6-8.1L		tell important stories •	Meaning Words,		Formative
25-30	Stories	16.1.6-8.4R		Explain a process • Use the	Using a thesaurus:	Neo Study	Assessment
		16.1.6-8.4S		past passive to describe past	synonyms		
		16.1.6-8.4W		actions and processes • Use	Speaking Strategy:		Writing Sample
				reported speech to describe	Explaining a process		Duciente
		L.A. 16.2.6-8.4L		what others said • Write a narrative essay about the	<b>Grammar:</b> Past passive: Describing		Projects
		16.2.6-8.4R		story that a photo tells	past actions and		Exit Tickets
		16.2.6-8.45			processes Many of		
			CC.1.2.6.A		Goya's works were		
			CC.1.2.0.A		created at night, by		
			CC.1.2.7.A		the light of a hat		
			CC.1.2.8.A		that had candles on		
					it. Reported speech:		
			CC.1.3.6.A		Describing what		
			CC.1.3.7.A		others say She said she would save her		
			CC.1.3.8.A		money for art supplies		
			CC.1.5.6.A		Reading Strategy:		
			CC.1.5.7.A		Mark up text Writing: Multi-		
			CC.1.5.8.A		paragraph narrative		
			CC.1.5.6.B		Focus: Tell what others say		
			CC.1.5.7.B				
			CC.1.5.8.B				
			CC1.2.6.L				
			CC1.2.7.L				
		16.2.6-8.4W	CC1.2.8.L	Construct a paragraph that uses some technical language			
			CC1.3.6.K	(e.g., initially, finally) to convey sequence using model			
			CC1.3.7.K	papers.			
			CC1.3.8.K				

6 Weeks Weeks 31-36	Unit 8 <b>Perform and</b> <b>Create</b> 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 16.2.6-8.4L 16.2.6-8.4R 16.2.6-8.4S 16.2.6-8.4W	CC.1.4.8.P CC.1.2.6.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-	Scope Magazine Neo Study	Unit Assessment Formative Assessment Writing Sample Projects Exit Tickets
			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.1.3.6.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				

	3.1.6.A2		
	3.1.7.A2		
	3.1.6.A5		
	3.1.7.A5		