

Norwalk Public Schools

Middle School ESL Curriculum: Levels 1 & 2



English Language Learner (ELL)

Education Department

2011

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Belonging

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
BELONGING (September/October)		
<p>Belonging to Our Community</p> <p>Standards Connections LEVEL 1 ELL: 1.1.1.; 2.2.1.; 2.2.2.; 2.3.1.; 2.3.2.; 2.3.3. LA: 2.3.b; 3.1-3.11 LEVEL 2 ELL: 1.2.1.; 1.2.3.; 2.2.1.; 2.2.2.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 1.4; 2.3.a; 3.1-3.11 Social Studies: 1.6</p>	<p>Unit 1, Chapter 1 <i>Speaking Objective:</i> Interview a classmate <i>Reading Objective:</i> Letter to a friend Genre: Personal letter Reading Strategy: Read aloud <i>Writing Objective 1:</i> School Emergency Information Form Genre: Forms Grammar: Punctuation, capitalization <i>Writing Objective 2:</i> Write a letter to a friend about your school/class Genre: Letter writing Grammar: Subjects, verbs, to be, punctuation</p>	<p>Unit 6, Chapter 1 <i>Speaking Objective:</i> Retell a story <i>Reading Objective 1:</i> Mexican-American boy's first day at school Genre: Novel Reading Strategy: Inferences <i>Writing Objective:</i> Write a business letter to express interest in volunteering Genre: Letter writing Grammar: Present perfect</p>
	<p>Belonging To the World</p> <p>Standards Connections LEVEL 1 ELL: 1.1.1.; 2.2.1.; 2.2.2.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 1.4; 2.3.a; 2.5.a; 3.1-3.11 Social Studies: 1.1 LEVEL 2 ELL: 1.2.1.; 1.2.3.; 2.2.1.; 2.2.2.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 1.4; 3.1-3.11 Science: 6.2</p>	<p>Unit 3, Chapter 1 <i>Speaking Objective:</i> Talk about weather and after school activities <i>Reading Objective:</i> A girl who is late to class Genre: Short story Reading Strategy: Identify sequence <i>Writing Objective 1:</i> A paragraph on what your friends and family are doing Genre: Narrative Grammar: Simple present, present continuous, sequence words <i>Writing Objective 2:</i> A paragraph about doing something fun outside in good weather Genre: Narrative Grammar: Simple present, present continuous</p> <p>Unit 4, Chapter 2 <i>Speaking Objective:</i> Talk about food and drink</p>

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
BELONGING (September/October)		
	<p><i>Reading Objective:</i> Symbols of the US Genre: Expository text Reading Strategy: Take notes</p> <p><i>Writing Objective 1:</i> Description of how to make something that looks like a symbol Genre: Process Grammar: Separate items with commas, imperative</p> <p><i>Writing Objective 2:</i> Describe your favorite food and what goes into the process of making it including the tools needed Genre: Describing a process Grammar: Count and non-count nouns, using commas in a series of items</p>	
Suggested Activities	<p>ACTIVITY: Biome Carousel Teacher places pictures of biomes/ecosystems around the room (i.e., desert, marsh, deciduous forest, etc.). In groups, students receive an envelope with cut out (i.e., clip art, magazine cut outs) flora and fauna. Students discuss and decide which living things belong to which biomes/ecosystems and place them on the pictures around the room.</p> <p>ACTIVITY: Where do our clothes come from? Place a large map on the wall. Students look at the labels on clothing, shoes, and accessories to find where they were made. Students write the item of clothing on the country on the map (or place sticky notes).</p> <p>ACTIVITY: Personal Poster and Classroom Connections Each student creates a collage (electronic or magazine cut outs) about himself. Students place the posters on a wall. With yarn or string, students make “connections” to others (i.e., you’re a coffee drinker and so am I) by “drawing a line” with the yarn.</p> <p>ACTIVITY: Personal Symbols of the USA Students create as a class a poster or bulletin board with pictures representing what the USA means to them (i.e., pizza, skyscrapers, jeans, football, etc.)</p> <p>TECHNOLOGY CONNECTIONS:</p> <ul style="list-style-type: none"> • Students use word processing to write letters. Using Microsoft Office (if available) students learn how to use templates to write letters. • Students use GoogleEarth to look up locations from the readings (e.g., Ellis Island, Mexico, Vietnam), biomes/ecosystems, where clothes come from, and countries where the students come from, etc. • Students use http://www.mypyramid.gov/ to locate food using the Food Guide Pyramid; plan menus; describe foods. • Students create informational collage about an animal and its habitat by using clip art, Google Images, etc. (Students also learn basic computer navigational skills—cut and paste, drag and drop, resize, insert, etc.) 	

Families

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
FAMILIES (October/November)		
<p>Family Characteristics and Traits</p> <p>Standards Connections LEVEL 1 ELL: 1.2.1.; 1.2.3.; 2.1.3.; 2.2.1.; 2.2.2.; 2.3.1.; 2.3.2.; 2.3.3 Language Arts: 2.3; 3.1-3.11; 4.1 LEVEL 2 ELL: 1.1.1.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 1.1; 2.3; 3.1-3.11; 4.1 Social Studies: 1.3</p>	<p>Unit 2, Chapter 1 <i>Speaking Objective:</i> Describing people’s appearances <i>Reading Objective:</i> Family members (2 poems) Genre: Poetry Reading Strategy: Author’s message <i>Writing Objective 1:</i> What you did last weekend Genre: Narrative paragraph Grammar: Past tense <i>Writing Objective 2:</i> Childhood best friend Genre: Descriptive paragraph Grammar: Capitalization, Past tense</p>	<p>Unit 1, Chapter 1 <i>Speaking Objective:</i> Conduct an interview <i>Reading Objective 1:</i> Naming practices Genre: Short story Reading Strategy: Visualize <i>Reading Objective 2:</i> Home Life in Ancient Greece Genre: Informational text Reading Strategy: Ask questions <i>Writing Objective:</i> A favorite place Genre: Descriptive writing Grammar: Present progressive, adjectives</p>
<p>Lessons We Learn From Our Families</p> <p>Standards Connections LEVEL 1 ELL: 1.2.1.; 1.2.3.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 2.3; 3.1-3.11; 4.1 Social Studies: 1.3 LEVEL 2 ELL: 1.1.1.; 1.2.1.; 1.2.3.; 2.1.1.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1. 2.3.2.; 2.3.3. Language Arts: 1.1; 2.3; 3.1-3.11 Science: 8.2a; 8.2b</p>	<p>Unit 4, Chapter 1 <i>Speaking Objective:</i> Describing places/rooms <i>Reading Objective:</i> Greek myth that teaches a moral Genre: Myth Reading Strategy: Recognize cause and effect <i>Writing Objective 1:</i> Write about a room Genre: Descriptive paragraph Grammar: Regular and irregular plural nouns <i>Writing Objective 2:</i> Rewrite the story with a different ending Genre: Short story Grammar: Regular and irregular plurals</p>	<p>Unit 1, Chapter 2 <i>Speaking Objective:</i> Identify, infer and discuss family traits <i>Reading Objective 1:</i> Genes and characteristics passed in families Genre: Informational text Reading Strategy: Paraphrase <i>Reading Objective 2:</i> Lessons learned from family members Genre: Biography Reading Strategy: Draw conclusions <i>Writing Objective:</i> Write about themselves Genre: Descriptive writing Grammar: Present tense</p>
<p>Suggested Activities</p>	<p>ACTIVITY: Share a myth from your country Students share myths from their home countries. They can illustrate their stories.</p> <p>ACTIVITY: What my name means Students place their own name in the center of a small poster. They write the meaning of their name, (which they can look up in a book or online), nick names, famous people with their name, etc.</p>	

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
FAMILIES (October/November)		
	<p>ACTIVITY: Family Tree Students create a family tree. Can use pictures.</p> <p>ACTIVITY: Inside Outside Circles Have students stand in two concentric circles facing each other. Ask questions and allow students to answer, moving to discuss information with new partners. Differentiate by having all the lower proficiency level students in the same circle. Provide written questions for them if necessary. Have them ask the questions first in order to hear an oral model. (Sample questions: <i>Which family member do you resemble most and why?</i> Physically can be one question and personality can be another. <i>If you have children, which characteristic would you like them to inherit and why?</i> Physically can be one question and personality can be another. <i>Which ancestor of yours would you most like to meet or have lunch with?</i>)</p> <p>TECHNOLOGY CONNECTIONS:</p> <ul style="list-style-type: none"> • Media Workshop: Students analyze families on television. (From <i>Milestones, Level A</i>, p. 57) • Students learn the difference between websites with informational text and those that entertain. Students look up information on various websites and analyze them. (From <i>Milestones, Level A</i>, p. 34) • Students use the internet to research and find information on a famous person from their culture. 	

Fulfilling Our Dreams

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
FULFILLING OUR DREAMS (December/January)		
<p>Dreams</p> <p>Standards Connections Level 1 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.3 Language Arts: 2.3.a; 3.1-3.11; 4.1 Social Studies: 1.1 Level 2 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.3 Language Arts: 1.1; 2.3.c.1; 3.1-3.11; 4.1 Social Studies: 1.3</p>	<p>Unit 5, Chapter 1 <i>Speaking Objective:</i> Talking about occupations <i>Reading Objective:</i> Rosa Parks Genre: Play Reading Strategy: Ask information questions <i>Writing Objective 1:</i> Write about a person you know Genre: Descriptive narrative Grammar: Adjectives and adverbs <i>Writing Objective 2:</i> Write about your life Genre: Autobiography Grammar: Adjectives and adverbs, verb tenses</p>	<p>Unit 3, Chapter 1 <i>Speaking Objective:</i> Phrases for showing interest in a conversation (p. 148) <i>Reading Objective 1:</i> Dreams of a Chinese family Genre: Play Reading Strategy: Compare and contrast <i>Reading Objective 2:</i> Leonardo DiVinci’s dreams Genre: Informational text (magazine article) Reading Strategy: Connections <i>Writing Objective:</i> Compare and contrast the dreams of the character in the fiction play (or with someone else) with your own dreams Genre: Expository writing Grammar: Conjunctions (and, but)</p>
<p>Dreams of Famous People</p> <p>Standards Connections Level 1 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 2.3.a; 2.3.b; 3.1-3.11; 4.1 Social Studies: 1.1 Level 2: ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1 Language Arts: 1.1; 2.3.c.2; 3.1-3.11; 4.1 Social Studies: 1.1</p>	<p>Unit 5, Chapter 2 <i>Speaking Objective:</i> Talking about abilities <i>Reading Objective:</i> Sequoyah Genre: Biography Reading Strategy: Summarize <i>Writing Objective 1:</i> Advice letter Genre: Letter Grammar: Modal (should) <i>Writing Objective 2:</i> Write a summary of Sequoyah’s biography Genre: Summary Grammar: Use of “can” and “should”</p>	<p>Unit 3, Chapter 2 <i>Speaking Objective:</i> Reading with fluency (echo reading, p. 174) <i>Reading Objective 1:</i> Martin Luther King Genre: Informational text Reading Strategy: Distinguish fact from opinion <i>Reading Objective 2:</i> Importance of dreams Genre: Poetry Reading Strategy: Identify repetition in poetry <i>Writing Objective:</i> Nominate a famous person who you think should have a holiday Genre: Persuasion Grammar: Modals (can, could, should, must)</p>
<p>Suggested Activities</p>	<p>ACTIVITY: Perform a Play Students perform their plays for each other.</p> <p>ACTIVITY: Mocktail Party Students create or invent something. While eating snacks and drinking juice, students explain their creations to others.</p> <p>ACTIVITY: Create an Egg Protector Students brainstorm words for what it means to be safe to put on chart paper or board.</p>	

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
FULFILLING OUR DREAMS (December/January)		
	<p>In small groups, students are given a raw egg, 20 straws, and 20 rounds of masking tape around the straws. Students create an egg protector. Students create an infomercial for their egg protector which they perform before the class. The teacher stands on a chair and drops the egg onto a plastic bag on the floor.</p> <p>ACTIVITY: Build Your Dream House Teacher explains the activity thoroughly before beginning and models how the activity will take place. The teacher leads students through a visualization exercise where they imagine their dream house (what it looks like, where it's located, etc.). Students sit next to a partner with one piece of paper between them. Each student has a different colored marker. For 5 minutes students take turns making straight lines (no angles) or a curved line to draw their house. After the activity, the teacher asks students to brainstorm what it would actually take to build a dream house (architect, money, planning, organization, time, communication skills, etc.).</p> <p>ACTIVITY: Debate the Most Important Modern Invention (From <i>Milestones, Level A</i>, p. 144)</p> <p>TECHNOLOGY CONNECTIONS</p> <ul style="list-style-type: none"> • Use the Teaching Tolerance Website (http://www.tolerance.org/kit/mighty-times-legacy-rosa-parks) to locate the film <i>Mighty Times: The Legacy of Rosa Parks</i> and <i>Mighty Times: The Children's March</i> (http://www.tolerance.org/kit/mighty-times-childrens-march). (From <i>Milestones, Introductory</i>, p. 325) • Students use the internet to research more information about a famous person (i.e., Rosa Parks, Martin Luther King, Jr.) and write about it. Students include their sources of information. (From <i>Milestones, Introductory</i>, p. 320) • For full-text and video of Martin Luther King Jr.'s "I Have A Dream" speech, use http://www.americanrhetoric.com/speeches/mlkhaveadream.htm. 	

Discovery

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
DISCOVERY (January/February)		
<p>Self-Discovery</p> <p>Standards Connections Level 1 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.1.; 2.2.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3. Language Arts: 2.3.a; 3.1-3.11; 4.1 Level 2 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.1.; 2.2.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1.; 3.1.3. Language Arts: 1.1; 2.3.d; 3.1-3.11; 4.1 Math: 3</p>	<p>Unit 6, Chapter 1 <i>Speaking Objective:</i> Giving directions <i>Reading Objective 1:</i> Korean folktale and Aesop’s Fable Genre: Folktales and Fables Reading Strategy: Understand characters <i>Writing Objective 1:</i> Compare your life now with 5 years ago (self-discovery) Genre: Personal narrative Grammar: Comparative adjectives <i>Writing Objective 2:</i> Compare and contrast the two stories Genre: Comparative essay Grammar: Comparative adjectives</p>	<p>Unit 2, Chapter 1 <i>Speaking Objective:</i> Read a play with expression and proper intonation <i>Reading Objective 1:</i> Traditional Native American story (play) where main character discovers something about himself Genre: Play Reading Strategy: Make predictions <i>Reading Objective 2:</i> Math discovery about circles (Ancient Greeks) Genre: Informational text (textbook) Reading Strategy: Talk through a problem <i>Writing Objective:</i> Write a scene to add to the play (another discovery) Genre: Creative writing Grammar: Capitalization, pronouns, imperatives</p>
<p>Discovering New Things</p> <p>Standards Connections Level 1 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.1.; 2.2.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1 Language Arts: 1.1; 2.3; 3.1-3.11 Math: 2 Level 2 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.1.; 2.2.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1 Language Arts: 1.1; 3.1-3.11; 4.1 Social Studies: 2.1-2.5</p>	<p>Unit 1, Chapter 2 <i>Speaking Objective:</i> Explaining thinking when solving a math problem, using step by step process (See chart on p. 133 for steps and phrases on p. 136) <i>Reading Objective:</i> Reading math word problems and discovering how to solve them Genre: Informational text (textbook) Reading Strategy: Set a purpose for reading <i>Writing Objective 1:</i> Write an invitation Genre: Invitation Grammar: Punctuation (capitalization, commas) <i>Writing Objective 2:</i> Write a math word problem Genre: Word problems Grammar: Present tense</p>	<p>Unit 2, Chapter 2 <i>Speaking Objective:</i> Solving math problems out loud <i>Reading Objective 1:</i> Eureka moments when scientists discovery new things Genre: Informational text Reading Strategy: Understand sequence of events <i>Reading Objective 2:</i> Discovery of literature (poems) Genre: Poetry Reading Strategy: Recognize mood in poetry <i>Writing Objective:</i> Historical fiction paragraph about a famous eureka moment in history Genre: Creative writing Grammar: Simple past tense</p>
<p>Suggested Activities</p>	<p>ACTIVITY: Change Three Things Pairs of students face each other and spend one minute observing their partner. Partners turn and face away from each other and change three things about their appearance. Students turn back around and look for the changes in their partners, saying what they notice that’s changed. Debrief on powers of observation, discovering changes, etc.</p> <p>ACTIVITY: What Do We Have In Common? Students stand up. The teacher asks a series of questions, one at a time. After thinking</p>	

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
DISCOVERY (January/February)		
	<p>about a response, one student begins by calling out a response. If other students like the idea, they stand next to him indicating why. Teacher continues calling on other students until all students have orally or physically responded to the question. The teacher repeats this process with new questions. An example question might be: <i>Where would you like to go on vacation if money is no object?</i> (Imagine a student says, “Thailand, because I love the spicy, food.” If others like this idea, they stand next to this student and say why. If students want to keep their original ideas, they stay in place until another idea is presented and then move, or until the teacher calls on that student.) Debrief on the fact that with each question there are new groups and almost everyone in the class has something in common with everyone else. (Can be done before the listening and speaking activity in <i>Milestones, Level A</i>, p. 86.)</p> <p>ACTIVITY: Math Problems Students in Level 1 write math problems for Level 2 students to solve. Problems should include fractions to practice speaking ordinal numbers (e.g., 3/5 is three fifths).</p> <p>ACTIVITY: Plays Level 1 students write invitations to another class to come see the play that Level 2 will perform. Level 1 students write thank-you notes to Level 2 students after the play has been performed.</p> <p>ACTIVITY: Giving Directions and Making Maps Students cut out pictures or use clip art of places in the community (i.e., restaurants, movie theater, etc.) and create a map of their town. Students work in pairs to give directions. Students can use game board pieces to “move” on the map. <u>Option 1:</u> The student receiving the directions moves the game piece according to the directions given and see if he/she ends up in the intended location. <u>Option 2:</u> There is a starting point and an ending point on the map. The student moves the game piece according to the directions. (From <i>Milestones, Introductory</i>, p. 365)</p> <p>ACTIVITY: “How To” Presentations (From <i>Milestones, Level A</i>, p. 120)</p> <p>TECHNOLOGY CONNECTIONS</p> <ul style="list-style-type: none"> • Have students search the internet for optical illusions to share with each other (i.e., http://images.search.yahoo.com/search/images? adv_prop=image&fr=ytf-sem&va=optical+illusions&vm=r). • Have students look up the Top Ten Eureka Moments (http://science.discovery.com/brink/top-ten/eureka-moments/eureka-01.html). Students can cast their vote for their number 1 pick. Students can choose their favorites and work in small groups to find out more information about them. • Use the website (http://mrvbeachteach.blogspot.com/2010/10/eureka-moments.html) to explore other Eureka moments and watch video clips on scientific discoveries. 	

Conflict Resolution

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
CONFLICT RESOLUTION (March/April)		
<p>Personal Conflict</p> <p>Standards Connections <u>Level 1</u> ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.3 Language Arts: 1.1; 2; 3.1-3.11; 4 Social Studies: 1.1 <u>Level 2</u> ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.3 Language Arts: 1.1; 2.3.a; 3.1-3.11; 4 Social Studies: 1.1; 1.3</p>	<p>Unit 6, Chapter 2 <i>Speaking Objective:</i> Use because when giving a reason <i>Reading Objective 1:</i> Constitution of US and end of slavery Genre: Informational text Reading Strategy: Author’s purpose and audience <i>Writing Objective 1:</i> Write about best or worst place you’ve ever been Genre: Descriptive essay Grammar: Superlative adjectives, use <i>because</i> to give reasons <i>Writing Objective 2:</i> Most important book or document you’ve ever read Genre: Book report Grammar: Superlative adjectives, use <i>because</i> to give reasons</p>	<p>Unit 4, Chapter 1 <i>Speaking Objective:</i> Giving positive feedback; identifying a problem using I-statements (p. 216) <i>Reading Objective 1:</i> Girl who comes to US from Europe in WWII and faces conflict Genre: Diary Reading Strategy: Cause and effect <i>Reading Objective 2:</i> How to resolve conflicts Genre: Informational text Reading Strategy: Cause and effect <i>Writing Objective:</i> A conflict in your life and how you will resolve it Genre: Personal narrative (diary entry) Grammar: Adverbs of frequency, future tense using <i>will</i> and <i>be going to</i></p>
<p>Political Conflict</p> <p>Standards Connections <u>Level 2</u> ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.3 Language Arts: 1.1; 2.3.c.2; 3.1-3.11; 4 Social Studies: 1.1</p>		<p>Unit 4, Chapter 2 <i>Speaking Objective:</i> Including all members of a group in a discussion (p. 242) <i>Reading Objective 1:</i> Civil War conflict Genre: Textbook Reading Strategy: Put text information in an outline <i>Reading Objective 2:</i> Apache story about a conflict between two elements of nature Genre: Fable Reading Strategy: Identify cause and effect <i>Writing Objective:</i> Newspaper editorial about the North or South view on the Civil War Genre: Persuasive writing Grammar: Definite articles (some, any, the)</p>
<p>Suggested Activities</p>	<p>ACTIVITY: Compare & Contrast <u>Option 1:</u> Read a newspaper account of an event and view a documentary of the same event. Compare and contrast point of view, main idea, characters, voice, etc. (From <i>Milestones Intro</i>, p. 411) <u>Option 2:</u> Read a historical account and look at an artist’s rendition of that same event (i.e., George Washington crossing the Delaware) and compare and contrast the two.</p> <p>ACTIVITY: Newspaper Article Imagine you are a news reporter in history. Write an article about the event. (From <i>Milestones Intro</i>, p. 412)</p>	

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
CONFLICT RESOLUTION (March/April)		
	<p>ACTIVITY: Video: <i>Dances With Wolves</i> Watch the clip “Good Trade” where Lt. Dunbar and Wind In His Hair trade “jackets.” Continue watching where Lt. Dunbar retells the story of the <i>tatanka</i>. Have students analyze the cross-cultural conflict and how Wind In His Hair mediates the conflict and the second “good trade.”</p> <p>ACTIVITY: In the News Students sign up for a day to present a news article (in print or online) regarding a conflict somewhere in the world. The student creates a few presentation slides (PowerPoint) summarizing the story. On the last slide the student presents two to three questions for the class to answer regarding the conflict to get at various opinions and ideas. The student presenter leads the class discussion. (For other options see p. 255 in <i>Milestones, Level A</i>.)</p> <p>ACTIVITY: Write a Conflict Resolution Manual The author, Naomi Drew (<i>Milestones, Level A</i>, p. 211) couldn’t find a book on conflict resolution for young people so she wrote one herself. Have students write their own manuals for conflict resolution (i.e., for younger children, for parents, for world leaders, etc.). Students can use the internet to find guides and models (p. 210).</p> <p>ACTIVITY: Conflict in Fables Compare tales from different cultures. (From <i>Milestones, Level A</i>, p. 255)</p> <p>TECHNOLOGY CONNECTIONS</p> <ul style="list-style-type: none"> • Use GoogleEarth or Maps to research more information on the geography of World War II. (From <i>Milestones, Level A</i>, p. 195) • For food safety, and a science connection, use the government’s website (http://www.mypyramid.gov/tips_resources/foodsafety.html) to learn about food and bacteria. (From <i>Milestones, Level A</i>, p. 207) • Media Workshop: Compare an Online News Story and a Blog. (From <i>Milestones, Level A</i>, p. 251.) 	

Survival

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
SURVIVAL (May/June)		
<p>Personal Survival</p> <p>Standards Connections Level 1 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1.; 3.1.3 Language Arts: 1; 2.3.b; 3.1-3.11 Science: 6.2 Level 2 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1.; 3.1.3 Language Arts: 1; 2.3.d; 3.1-3.11 Social Studies: 1.4; 1.10; 2 Science: 6.3 Math: 2</p>	<p>Unit 2, Chapter 2 <i>Speaking Objective:</i> Asking and answering questions about daily routines and activities; explaining a diagram (p. 188) <i>Reading Objective:</i> Food chain Genre: Informational text (magazine article) Reading Strategy: Use context to find meaning <i>Writing Objective 1:</i> Diary entry of everyday activities Genre: Diary entry Grammar: Simple present tense, simple past tense, abbreviations <i>Writing Objective 2:</i> Food chains Genre: Informational paragraph Grammar: Past and present tense</p>	<p>Unit 5, Chapter 1 <i>Speaking Objective:</i> Giving directions <i>Reading Objective 1:</i> Explorer in Antarctica Genre: Graphic novel Reading Strategy: Recognize chronological order <i>Reading Objective 2:</i> Using math to survive in the wild Genre: Informational text Reading Strategy: Think aloud <i>Writing Objective:</i> Survival journal Genre: Creative writing (journal) Grammar: Past progressive</p>
<p>Surviving In Nature</p> <p>Standards Connections Level 1 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.1.; 3.1.3 Language Arts: 1; 2.3.b; 3.1-3.11 Science: 6.3 Level 2 ELL: 1.1.1.; 1.1.2.; 1.1.3.; 1.2.1.; 1.2.2.; 1.2.3.; 2.1.2.; 2.1.3.; 2.2.1.; 2.2.2.; 2.2.3.; 2.3.1.; 2.3.2.; 2.3.3.; 3.1.3 Language Arts: 1; 2.3.a; 3.1-3.11 Science: 6.3</p>	<p>Unit 3, Chapter 2 <i>Speaking Objective:</i> Giving advice and reminders about what to wear in different weather conditions; making polite suggestions <i>Reading Objective:</i> Weather and climate Genre: Science textbook Reading Strategy: Identify main ideas and details <i>Writing Objective 1:</i> List of class rules Genre: List Grammar: Imperatives <i>Writing Objective 2:</i> Letter to someone who is coming to visit (tell about weather, climate, what to bring) Genre: Letter Grammar: Imperatives</p>	<p>Unit 5, Chapter 2 <i>Speaking Objective:</i> Interview someone about the worst storm they've ever experienced (see page 314). <i>Reading Objective 1:</i> Surviving storms Genre: Textbook Reading Strategy: Main idea and details <i>Reading Objective 2:</i> Family who survives a hurricane Genre: Short story Reading Strategy: Describe mental images <i>Writing Objective:</i> Personal narrative of the worst storm you or someone else has survived Genre: Personal narrative Grammar: Adjectives (comparative and superlative), commas</p>
<p>Suggested Activities</p>	<p>ACTIVITY: Relationship Chain (From <i>Milestones, Intro</i>, p. 198)</p> <p>ACTIVITY: Lifecast Students use weather words to talk about their life in the past and forecast their futures.</p>	

Thematic Unit	ESL Level 1	ESL Level 2
	Core Textbook: <i>Milestones Intro</i>	Core Textbook: <i>Milestones Level A</i>
SURVIVAL (May/June)		
	<p>ACTIVITY: Encyclopedia of Weather Facts Using the students' countries, each student researches several facts about weather in their countries (and/or the US). They can include the worst storms, etc. Students compile their research findings into a compendium.</p> <p>ACTIVITY: Survival Guide Create a brochure or flyer to survive in English and/or the school. (For more ideas see <i>Milestones, Level A</i>, p. 310)</p> <p>ACTIVITY: What's in Your Backpack? Students create a metaphorical backpack or use a real one to think of what they would bring with them to survive the journey through life. Or, students can imagine being stranded on a deserted island for 10 years and imagine what they might bring with them from a predetermined list (i.e., an item of clothing, a song, a food item, etc.). Students could also assemble their materials (using real objects or pictures) in a backpack to "uncover" during a class presentation. Students could also list items they would take with them in a backpack if they were ship-wrecked on a desert island. They could bring in their backpacks and come to consensus on which 10 items they would include in a common backpack. (For ideas see <i>Milestones, Level A</i>, p. 323)</p> <p>ACTIVITY: Home Emergency Kit Students make a list of items they think should be included in a home emergency preparedness kit. (From <i>Milestones, Level A</i>, p. 309)</p> <p>TECHNOLOGY CONNECTIONS</p> <ul style="list-style-type: none"> • Students use images and diagrams from the internet to explain to their classmates (i.e., the food guide pyramid (http://www.mypyramid.gov/index.html)). (From <i>Milestones, Introductory</i>, p. 188) • Students brainstorm a list of facts they would like to know about famous storms. They create a matrix. In groups, students use the internet to research information about their storm to compare and contrast. • Students work alone, with a partner, or in a small group to create a playlist of storm songs/music. The list could include music for a particular type of storm or a list of music with storm language in it (e.g., Riders on the Storm, Who'll Stop the Rain, The Thunder Rolls, Raindrops Keep Falling on My Head, etc.) 	

Tips for Using *Milestones* and Thematic Units

- Post language and content objectives using standards from various content areas. Use the ELL student learning indicators/outcomes from the ELL Frameworks to create the lesson objectives.
- Make specific and transparent connections to other content areas (e.g., Science, Social Studies, and Math).
- Post the “Phrases for Conversation” from the *Listening and Speaking* section found in every chapter in *Milestones*. Review these gambits with students and add to them when necessary.
- Technology activities have been included not only to give students practice using the internet, but also to encourage student research and collaboration.
- Each unit is designed for approximately 3 weeks of instruction with flexibility for school vacations and the state testing schedule. Following these pacing guidelines is especially important for students who change schools within the District so that they don’t fall behind on accomplishing the standards, nor should they repeat material.
- Newcomer Welcome Unit. Newcomers can arrive at any time of the year. In order to determine if the newcomer needs to learn the material in the Welcome Unit before working on Level 1 or 2 material with the rest of the class, administer the “Welcome Unit A-G Test” on pages 37-43 of the *Milestones Assessment Book* (Introductory Level). If it is determined that the newcomer needs to learn the material in the Welcome Unit, balance having the student work with the teacher, the aide, the CD-ROM materials, the text independently, and at times with other students in the class, as appropriate, until the newly arrived student is ready to work consistently on level with the other students in the class. Teachers are encouraged to use the resources in the Teacher’s Guide and the internet to enhance the Welcome Unit.

APPENDIX A: Standards Connections to Other Content Areas

Language Arts

- 1 Reading and Responding: Students will read and respond in individual, literal, critical, and evaluative ways to literary, information, and persuasive texts.
 - 1.4 Comprehension

- 2 Writing: Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.
 - 2.3.a Narrative writing
 - 2.3.b Letter writing
 - 2.3.c Expository writing
 - 2.3.c.1 Informational text writing
 - 2.3.c.2 Persuasive writing
 - 2.3.d Creative writing
 - 2.5.a Process writing

- 3 Applying Standard English: Students will apply the conventions of standard English language in oral and written communication. (3.1-3.11)

- 4 Exploring and Responding to Literature: Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.
 - 4.1 Characteristics of literary genres

Social Studies

- 1 Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

 - 1.1 Demonstrate an understanding of specific events and themes in United States history.
 - 1.2 Demonstrate an understand of significant events and themes in world history/international studies.
 - 1.4 Demonstrate and understanding of geographic al space and place.
 - 1.6 Describe patterns of human movement across time and place.
 - 1.10 Explain how limited resources influence economic decisions.

- 2 History/Social Studies Literacy Skills

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Science

Matter and Energy in Ecosystems

- 6.2 An ecosystem is composed of all the populations that are living in a certain space and the physical factors with which they interact.

Energy in the Earth's Systems

- 6.3 Variations in the amount of the sun's energy hitting the Earth's surface affect daily and seasonal weather patterns.

Heredity and Evolution

- 8.2a Heredity is the passage of genetic information from one generation to another.
8.2b Some of the characteristics of an organism are inherited and some result from interactions with the environment.

Mathematics

- 2 Numerical and Proportional Reasoning
Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.
- 3 Geometry and Measurement
Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.

APPENDIX B: Connecticut State Department of Education: English Language Learner Framework