

Curriculum map for: **ESL 1**

School Year: 2003-2004

Essential Questions	Content	Skills	Assessments	Technology	Standards	
September	Where should English Language Learners begin?	- Key Vocabulary: Basics and content area vocabulary; - Grammar: Singular and Plural nouns; Present tense regular verbs; Subject-Verb agreement; Adverbs; Pronouns	- Vocabulary Acquisition - Find main idea and details; Introduce identifying characters, plot and setting - Writing: Introduce the writing process	- IPT English Proficiency exams - Vocabulary Tests - Observation	Handheld Computer – Students will begin learning the basics word processing functions	- TESOL Goal 1, 2, 3 Standards 1,2,3 - Technology Standards 1,2,3,5 - PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5, 11.1.4.11,1.7.11, 1.8.11
October	What is a journey?	- Key Vocabulary; Antonyms; Synonyms - Grammar- Articles; Present/regular verbs; Sing./plural nouns - Phonics:consonants; Short a, e	- Identify antonyms and Synonyms - Preview and Draw Conclusions - Write a Journal Entry - Identify short a, e spelling patterns	- Criteria based - Self-Assessment - Peer-Assessment - Portfolio - Vocabulary Tests - Observation	Use handheld computers for vocabulary work and journal entries	- TESOL Goal 1, 2, 3 Standards 1,2,3 - Technology 1,2,3,5 - PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5, 11.1.4.11,1.7.11, 1.8.11
November	What is a hidden force?	- Key Vocabulary; Compound Words; Phrasal Verbs - Grammar- Simple past tense: regular / irregular verbs; Adjectives - Phonics: Short i, o, u; / and g	- Look for problems and solutions; Look for causes and effects - Write a Personal Narrative - Identify short i, o, u spelling patterns	- Criteria based - Self-Assessment - Peer-Assessment - Portfolio - Vocabulary Tests - Observation	Use handheld computers for vocabulary work and journal entries	- TESOL Goal 1, 2, 3 Standards 1,2,3 - Technology Standards 1,2,3,5 - PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5, 11.1.4.11,1.7.11, 1.8.11
December	How are sports important?	- Key Vocabulary; Suffix –er; -ly - Grammar:Information questions; Proper nouns - Phonics: Initial and final /x/; Long vowels with signal e; / as /y/ and as vowels /a/, /i/	- Ask Questions; Understand Chronological Order - Write a biographical narrative - Identify suffix –er spelling patterns	- Criteria based - Self-Assessment - Peer-Assessment - Portfolio - Vocabulary Tests - Observation	Use handheld computers for vocabulary work and journal entries	- TESOL Goal 1, 2, 3 Standards 1,2,3 - Technology Standards 1,2,3,5 - PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5, 11.1.4.11,1.7.11, 1.8.11
January	What are family ties?	- Key Vocabulary; Words that tell when; Homophones - Grammar: Single possessives with apostrophes; Plural possessives;Adverbs - Phonics: Initial, medial, final digraphs /ch/, /sh/, /th/; X /ks/; oo /ks/; wh /hw/	- Predict; Reread - Write a personal letter - Identify spelling patterns x, /s/, wh	- Criteria based - Self-Assessment - Peer-Assessment - Portfolio - Vocabulary Tests - Observation	Use handheld computers for vocabulary work and journal entries	- TESOL Goal 1, 2, 3 Standards 1,2,3 - Technology Standards 1,2,3,5 - PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5, 11.1.4.11,1.7.11, 1.8.11
April	How do Sports affect us?	- Key Vocabulary; Suffix –er and -ly - Grammar: Inform. questions; Proper nouns - Phonics: Spelling initial and final y; Long vowels	- Ask Questions; Understand Chronological Order - Write a report - Look for spelling patterns ed, /er, /igh	- Criteria based - Self-Assessment - Peer-Assessment - Portfolio - Vocabulary Tests - Observation	Use handheld computers for vocabulary work and journal entries	- TESOL Goal 1, 2, 3 Standards 1,2,3 - Technology Standards 1,2,3,5 - PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5,

Language Arts Curriculum Map 10th Grade

PCG Education



Language Arts Curriculum Map 10th Grade:

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The Curriculum Mapping Planner Heidi Hayes Jacobs, Ann Johnson, 2009. This book is designed to help schools deliver effective training in curriculum mapping. Creating and using curriculum maps is easy when this in-depth resource is used in workshops, curriculum means, and professional learning communities.

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for all students providing state of the art curriculum and state of the art implementation **English Language Arts, Grade 12 Module 2** PCG Education,2015-12-18 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation ABOUT PCG EDUCATION PCG Education a division of Public Consulting Group works with schools districts and state education agencies to build their capacity for instructional and programmatic improvements We provide curriculum development coaching professional development and technical assistance services Our work alongside educators and policy makers ensures effective implementation of both the Common Core State Standards and state specific standards for college and career readiness

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Rigorous Curriculum Design Larry Ainsworth, 2011-04-16 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year *Rigorous Curriculum Design* presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

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An Educational Leader's Guide to Curriculum Mapping Janet A. Hale, Richard F. Dunlap, Jr., 2010-06-28 This book could save you precious time when implementing a curriculum mapping initiative From theoretical information to practical advice for planning and sustaining systemic change this book provides valuable tools for supporting your curriculum mapping work Mary Helen Hart Curriculum and Grants Coordinator Franklin Northeast Supervisory Union Richford VT Curriculum mapping is multifaceted and systemic thus requiring time buy in collaboration and thoughtful planning by school leaders Hale and Dunlap guide leaders by providing sound advice steps to follow and anecdotes for small and large districts that are beginning mapping or trying to reinvigorate their current mapping efforts Janet Boyle Assistant Superintendent for Curriculum Instruction Center Grove Community Schools Greenwood IN Lead a collaborative and sustainable curriculum mapping initiative A powerful data driven tool for school improvement and systemic change curriculum mapping depends on strong administrative and teacher leadership for successful implementation This comprehensive book shows how school and district level leaders can guide an effective curriculum mapping initiative one that results in positive long term improvements in student achievement Written by nationally known experts in curriculum mapping this practical guide shows how to create the culture and structure needed to effectively align curriculum meet standards and work collaboratively Addressing the specific roles of district leaders curriculum directors principals and teacher leaders the authors focus on An overview of the key concepts and processes of curriculum mapping Leadership strategies for each phase including discussion of roles and responsibilities Insights on developing effective teacher leadership with suggestions for allocating time and resources Information about how leaders can create professional development maps and professional roles maps Real life examples of educational leaders curriculum mapping experiences Discover valuable tools and insights that support knowledgeable inspired leadership of curriculum mapping initiatives

Rebuilding the Natural Environment, Grade 10 Carla C. Johnson, Janet B. Walton, Erin E. Peters-Burton, 2022-05-23 What if you could challenge your tenth graders to think about how innovation can make the world a better place for humans while finding ways to sustain progress and conserve resources With this volume in the STEM Road Map Curriculum Series you can Rebuilding the Natural Environment outlines a journey that will steer your students toward authentic problem solving while grounding

them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students connect their existing knowledge about energy production and its effects on the natural environment to create innovations in renewable sources of energy based on research evidence Working in teams students will design an innovative way to meet society s energy needs and develop a pitch to market their innovation focusing on how the innovation will optimize human experiences while being mindful of the natural environment To support this goal students will do the following Understand several forms of renewable sustainable energy sources Apply their understanding of how alternators are used to generate electricity in lab experiments as well as explain how tools such as windmills and dams are used to operate them Describe how electricity is generated in photovoltaic cells Calculate the amount of electricity consumed by several household items and consider this consumption when determining the average monthly energy consumption of households around the world in comparison to U S households Understand how fossil fuels have been used in the production of electricity and the impact they have had on the world s economy humans quality of life and the earth Identify several hindrances to the creation of new energy sources as well as ideas to counter them List several factors that can be used to motivate people from all walks of life to use renewable and sustainable energies Create a fictional company that uses renewable energies The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Rebuilding the Natural Environment can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach

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Table of Contents Language Arts Curriculum Map 10th Grade

1. Understanding the eBook Language Arts Curriculum Map 10th Grade
 - The Rise of Digital Reading Language Arts Curriculum Map 10th Grade
 - Advantages of eBooks Over Traditional Books
2. Identifying Language Arts Curriculum Map 10th Grade
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Language Arts Curriculum Map 10th Grade
 - User-Friendly Interface
4. Exploring eBook Recommendations from Language Arts Curriculum Map 10th Grade
 - Personalized Recommendations
 - Language Arts Curriculum Map 10th Grade User Reviews and Ratings
 - Language Arts Curriculum Map 10th Grade and Bestseller Lists
5. Accessing Language Arts Curriculum Map 10th Grade Free and Paid eBooks
 - Language Arts Curriculum Map 10th Grade Public Domain eBooks
 - Language Arts Curriculum Map 10th Grade eBook Subscription Services
 - Language Arts Curriculum Map 10th Grade Budget-Friendly Options

6. Navigating Language Arts Curriculum Map 10th Grade eBook Formats
 - ePub, PDF, MOBI, and More
 - Language Arts Curriculum Map 10th Grade Compatibility with Devices
 - Language Arts Curriculum Map 10th Grade Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Language Arts Curriculum Map 10th Grade
 - Highlighting and Note-Taking Language Arts Curriculum Map 10th Grade
 - Interactive Elements Language Arts Curriculum Map 10th Grade
8. Staying Engaged with Language Arts Curriculum Map 10th Grade
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Language Arts Curriculum Map 10th Grade
9. Balancing eBooks and Physical Books Language Arts Curriculum Map 10th Grade
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Language Arts Curriculum Map 10th Grade
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Language Arts Curriculum Map 10th Grade
 - Setting Reading Goals Language Arts Curriculum Map 10th Grade
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Language Arts Curriculum Map 10th Grade
 - Fact-Checking eBook Content of Language Arts Curriculum Map 10th Grade
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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