Adams 14 Projected Curriculum Map

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: 2020-2021

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Dates**  (months & days)  These dates are estimates only and include a cushion at the end of the year | **Content**  What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?  **Topic Vocabulary** | **Essential Questions**  What are the fundamental, enduring questions that will guide study and instruction? | **Skills**  What do students have to be able to do related to the content? (These can be written as student-friendly targets—“I can,” statements | **Standards**  What standards will be met through this topic? | **Instructional Strategies and Activities**  used to develop the skills and knowledge (Can be for either teacher or student) | **Resources**  What materials, texts, videos, internet, software, or human resources support instruction? | **Assessment**  What evidence (products and/or performances will be collected to establish that the content and skills have been learned and understood? |
| **RESOURCES:**  Differentiation  ELD/SPED/  GT/504/Other  [Planning for Multilingual Learners](https://drive.google.com/file/d/14fnhECsjIPKccmMaIq38q9TlPG8dX8Ma/view?usp=sharing) | Which unit **vocabulary** is key to understanding the unit?Has the most transfer to other subjects?  [Marzano’s Grade Level Vocabulary by Content](https://drive.google.com/file/d/1uh2gQsHnyoBuJqlxfKJa3CQrD17fIj_Q/view?usp=sharing)  [Vocabulary for students with disabilities](https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities) | What **funds of knowledge** do my students bring to the table? How can students tap into those as resources in ways that affirm identity?  [Engaging Background Knowledge](https://www.colorincolorado.org/role-background-knowledge)  [Activating prior knowledge in students with disabilities](https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p09/) | What is the dominant [**language function**](https://drive.google.com/drive/folders/1c8qAJqRMFjwERYwt-zeOnUogyfK9ygDh?usp=sharing)? ([Explain/Describe,](https://drive.google.com/file/d/1Q6kUZbECw4W3aTTzzWOwaODokCZ1Qvld/view?usp=sharing) [Opinion](https://drive.google.com/file/d/1G64nNAtUW7GMX4puWB8v1n5eIAt-fGCu/view?usp=sharing), [Sequence](https://drive.google.com/file/d/1QkaydT22XetKWRgnHzvLwxCEGc8bfmNN/view?usp=sharing), [Cause/Effect](https://drive.google.com/file/d/1OI6OJhdmGzxAE-en-EDwsHYwn4jn_NVR/view?usp=sharing), [Compare/Contrast](https://drive.google.com/file/d/1TrglUpTr1YJLpBrEFNC4zBeYh33NWewS/view?usp=sharing))  What **language forms support the function?** What **language forms** do my students need to utilize these skills?  Word/Phrase, Sentence, Discourse level) [Examples](https://drive.google.com/file/d/16BmLdMCjCYASAM2HclPwfhcS1Mayp79b/view?usp=sharing)  How are the ideas organized? What elements create cohesion?  Which functional words/phrases will students be expected to know and use (Mortar)? What are the key words and phrases (Bricks)?  Create **sentence frames** using identified functional words/phrases | | Which strategies will I use to help students understand and utilize language?  **Strategies:**  [ColorinColorado Best Practices](https://www.colorincolorado.org/ell-strategies-best-practices) |  [CAL/EXCELL Go to Strategies](https://drive.google.com/file/d/149dRsvjjgPZzQ9tp5cq1Gk4CsDQPlQ5n/view?usp=sharing) |  [Structured Talk Resources](https://drive.google.com/drive/folders/1wz88C9adjz1nISaC3N-ePe1dxDrA7rk2?usp=sharing) | [Teaching Vocabulary](https://www.colorincolorado.org/teaching-vocabulary) |  [Marzano’s 6 Steps](https://drive.google.com/file/d/1h5KwudlTsGTPt8F5BCGHOXWgptLjPA8S/view?usp=sharing) | Are the resources I have chosen within the [Zone of Proximal Developmen](https://www.colorincolorado.org/faq/what-scaffolding-and-how-does-it-help-ells)t for Multilingual Learners?  Use supports/scaffolds and differentiated reading to support comprehensible input  [WIDA List of Supports](https://drive.google.com/file/d/1C6jAIbRUBb858cD4RXWu4eqMYxy_vvGS/view?usp=sharing)  [Scaffolding Reading](https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/) | Use [WIDA Can Do Key Uses](https://drive.google.com/drive/folders/1q1yWilU8WgloS1XwGsN_qSScc8jtqJxe?usp=sharing) to inform **linguistic expectations** at each level and guide **differentiation**. |
| **AUGUST**  **(13.5 days)**  **(28th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **SEPTEMBER**  **(19 days)**  **(11th/25th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **OCTOBER**  **(18.5 days)**  **(30th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **NOVEMBER**  **(14.5 days)**  **(20th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **DECEMBER**  **(13 days)**  **(18th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **JANUARY**  **(17 days)**  **(15th/29th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:**  **ACCESS for ELLs (K-12)** Jan 11- Feb 12  **TS Gold** **(PS & PK)** All year |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **FEBRUARY**  **(18 days)**  **(12th/26th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **MARCH**  **(15 days)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **APRIL**  **(21.5 days)**  **(30th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |
| **May 2020 (14.5/15.5 days)**  **(14th ER)** | **Topics:** | **Essential Questions:** | **Skills:** | **Standards:** | **Instructional Strategies and Activities:** | **Resources:** | **Assessment:** |
| Differentiation  ELD/SPED/  GT/504/Other | **Key Vocabulary:** | **Activities to engage background knowledge**: | **Identified Language Forms & Functions:** | **Sentence Frames:** | **Language and/or Student Interaction Strategy:** | **Supports/Scaffolds:** | **Differentiation/Accommodations**: |