

Grades 4 – 5 ESOL Essential Curriculum

LISTENING, SPEAKING, AND LANGUAGE DEVELOPMENT

Goal 1: The student will demonstrate the ability to develop listening, speaking, and language skills when communicating for interpersonal and academic purposes.

Beginning	Intermediate	Advanced
Objective - The student will be able to use one-word responses or short phrases of interpersonal language functions to:	Interpersonal Functions Objective - The student will be able to use interpersonal language functions to:	Objective - The student will be able to use interpersonal language functions to:
Follow and use nonverbal cues to interact with others.	Use simple sentences to interact with others.	Mastery at previous level
Exchange greetings.	Participate in most interpersonal interactions. (i.e., give and accept invitations or offer to share)	Mastery at previous level
Respond with courtesy.	Use appropriate language depending on audience and setting to respond courteously.	Mastery at previous level
Point or show to demonstrate understanding.	Mastery at previous level	Mastery at previous level
Follow one -step directions.	Give and follow two-step directions. (i.e., “Put the prism in the water and turn on the light.”)	Explain multi-step procedures using complex sentences and grade-level vocabulary. (i.e., “Before we write a story, we brainstorm ideas and complete an organizer.”)
Express personal needs and make a request.	Express needs and wants in interpersonal and academic situations using high frequency vocabulary in simple sentences.	Express needs and wants using complex sentences. (i.e., “I would like to be President of the United States because...”)

Express basic personal information using short phrases or simple sentences.	Relate a personal experience with moderate detail and some prompting.	Relate a personal experience with sufficient detail and without prompting.
Respond to classroom commands.	Respond appropriately to multi-step instructions given with some visual support. (i.e., “Turn to your partner and describe your favorite character. Give reasons why.”)	Respond appropriately to multi-step instructions given. (i.e., “After you have read the chapter, work with your partner to complete the timeline.”)
Identify and describe persons, places, and things.	Describe and compare attributes and characteristics of people, places, and things using simple sentences.	Describe and compare attributes and characteristics of people, places, and things using complex sentences and grade-level vocabulary.
Tell about objects and activities with visual cues or realia.	Describe events and experiences using simple and some complex sentences with detail.	Describe events, stories, and experiences with relevant detail using varied sentences and grade-level vocabulary.
Express feelings using simple phrases.	State opinions and feelings using variety of expressions in simple sentences.	Explain opinions and feelings about specific issues with supporting details using varied sentence types and expressions.
Ask and respond to yes/no questions. (i.e., “Is this a pen or a pencil?”)	Ask and respond appropriately to a variety of factual and inferential questions that have simple language structures. (i.e., “What will happen next?”)	Ask and respond appropriately to a variety of factual and inferential questions that have complex language structures. (i.e., “What would have happened if she hadn’t found her brother when she did?”)
Express ownership.	Express ownership using simple to complex sentences.	Mastery at previous level
Ask and respond to questions about familiar topics.	h. Participate in conversations by elaborating and extending other people’s ideas and words.	Participate verbally in paired, small group, and whole class discussions by elaborating and extending upon varied social or academic topics using appropriate discourse strategies.
Ask basic Wh-questions and respond with short answers or non-verbal cues/gestures.	a. Ask and respond to Wh-questions in present and past tense.	Ask and respond to questions in a variety of verb tenses with accuracy to gain information or to get assistance.

Express likes and dislikes.	Express likes and dislikes with reasons.	Express likes and dislikes using varied sentence types and expressions.
Use basic phrasal verbs. (i.e., “Turn on the light.”)	Use some idiomatic expressions, slang, and phrasal verbs differentiating the figurative meaning from the literal meaning.	Use idiomatic expressions, slang, and phrasal verbs distinguishing their connotative meaning from their denotative meaning. (i.e., “Shake a leg!”)
Objectives – With one-word responses or short phrases, students will be able to apply critical thinking skills and academic language functions to:	Critical Thinking Skills and Academic Functions Objectives – The student will be able to apply critical thinking skills and academic language functions to:	Objective – The student will be able to apply critical thinking skills and academic language functions to:
State an observation.	Explain similarities and differences based on the observation.	Use a wide range of grade-level words to state an observation.
Identify and describe persons, places, and things.	Describe characteristics of people, places, and things using moderate range of grade-level nouns and adjectives to describe people, places, and objects with detail.	Describe and compare attributes and characteristics of people, places, and things using complex sentences and grade-level vocabulary using a wide range of grade-level nouns and adjectives to convey feelings clearly in detail, and appropriately for context.
Identify concepts using some of the most common words. (i.e., animals and community members)	Use familiar words to identify concepts and processes.	Use a wide range of words to explain grade-level concepts.
Define vocabulary verbal and non-verbal clues.	Use pictures and context clues to define vocabulary.	Apply knowledge of word relationships and categories to define vocabulary.
Identify synonyms and antonyms for common adjectives and use to compare and contrast.	Use synonyms and antonyms to compare and contrast and explain similarities and differences.	Use a wide range of grade-level words that show compare and contrast.
Make predictions	Make and confirm predictions and	Express predictions, probability, and future

	hypothesis based on evidence	events using complex sentences and supported with reasons using grade-level vocabulary.
Sequence steps in a process or events in a story.	Use moderate range of words that show sequence and transition.	Use a wide range of grade-level words that show sequence and transition. (i.e., in conclusion)
Group according to stated categories.	Classify information.	Analyze and categorize information.
Identify main ideas and supporting details during a teacher read aloud.	Identify main ideas and supporting details from text or a story presented by a speaker.	Demonstrate complete comprehension of the topic and details of information or a story presented by a speaker.
Express cause and effect relationships using phrases with because.	Express cause and effect relationships using complete sentences with because.	Explain cause and effect relationships in past, present, and future tenses and complex sentence structures. (i.e., "If I put the gas on high, the water will boil more quickly.")
Identify problems.	Identify problems and offer solutions.	Identify, discuss, and explain the problem and solution.
Express ideas using simple phrases.	Explain ideas and processes using complete sentences.	Explain ideas, processes, and opinions about specific issues with supporting details using varied sentence types.
Use some common words that show time and frequency. (i.e., everyday)	Use expressions of time and frequency.	Use wide range of grade level words that show time and frequency. (i.e., seldom and frequently)
Identify some ideas and messages of very simple text, given strong picture and instructional support. (i.e., identify the topic)	Identify, discuss, and explain some important ideas and messages in text, given some text modification and/or instructional support. (i.e., distinguish fact and opinion)	Identify, discuss, explain, and summarize important ideas and messages of different types of text. (i.e., explain the author's purpose or identify the intended audience)
Report information from literary and informational text using pictures and simple phrases.	Report information from literary and informational text using simple sentences.	Report information from literary and informational text using complex sentences with supporting details.
Evaluate events or results using words of simple phrases. (i.e., "I liked this story.")	Evaluate events or results (a field trip, an experiment, a story) using simple and	Evaluate events or results with relevant detail using varied sentences and grade-

	some complex sentences with some detail.	level vocabulary.
Participate in simple social conversations with peers and adults.	Participate in full class, group, and pair discussions.	Participate verbally in paired, group, and whole class discussions on varied social or academic topics using appropriate discourse strategies. (i.e., discussing the conflict/resolution in a story)
Draw conclusion.	Justify a conclusion through examples or evidence.	Draw and justify conclusions through examples or evidence using grade-level words.
Objective – The students will be able to incorporate English language structures and patterns to:	Language Structures and Patterns Objective – The student will be able to incorporate English language structures and patterns to:	Objective – The student will be able to incorporate English language structures and patterns to:
Use present and past forms of the verb <i>to be</i> .	Mastery at previous level	Mastery at previous level
Form and use present, past, and future statements with common verbs.	Use present, past, and future forms of verbs to write simple sentences.	Use Present, past, and future tenses with correct subject-verb agreement.
Form and use present, past, and future negative statements with common verbs.	Use present, past, and future tenses to form simple negative sentences.	Use present, past, and future tenses to form complex sentences.
Form and use present, past, and future questions with common verbs.	Ask present, past and future tense questions with some degree of accuracy to gain basic information or assistance.	Ask questions in a variety of verb tenses with accuracy to gain information or assistance,
Use a variety of common nouns to form simple plurals.	Use a variety of nouns, including some irregular plurals. (i.e., foot-feet and tooth-teeth)	Use a variety of nouns, including most irregular plural forms. (i.e., child-children and deer-deer)
Use possessive adjectives.	Use adjectives in comparative and superlative forms.	Use a wide range of grade-level adjectives that show relationships to form comparative and superlative.

Use prepositions of place as appropriate for basic interpersonal communication.	Use moderate range of words that show spatial relationships. (i.e., prepositions and directional words)	Use a wide range of grade-level words that show spatial relationships.
Use present tense contractions.	Use contractions in a variety of ways.	Mastery at previous level
Use subject-verb agreement.	Use correct word order in simple affirmative and negative sentences, including simple statements, questions, and short imperative statements.	Use correct word order in a variety of simple to complex statement and questions. (i.e., sentences with prepositional phrases and dependent clauses)
Use personal and possessive pronouns in simple sentences. (i.e., "It is mine.")	Replace subject and object nouns with the appropriate pronouns.	Use subject, object, possessive and demonstrative pronouns in simple and complex sentences. (i.e., "Can you tell me if these are yours or theirs?")
Use and to connect ideas.	Use conjunctive words to connect, compare and contrast ideas.	Use a wide range of grade-level words to connect, compare and contrast ideas.
Use some common verbs and simple adverbs to describe action and states of being.	Use a moderate range of verbs and adverbs to describe action and states of being with some detail.	Use a wide range of grade-level verbs and adverbs to convey information, ideas, and feelings clearly, and appropriately for context.
Use some basic modifiers of quantity in phrases.	Use modifiers of quantity, color, and size with count/non-count nouns in correct agreement in patterned statements.	Use a variety of modifiers in correct order, including adverbs and quantifiers with count/non-count nouns in correct order. (i.e., "I am wearing a bright red coat and a pair of yellow gloves.")
Given model sentences, compose some commonly used sentences using. (i.e., "I have a cat.")	Use articles accurately to compose simple sentences.	Use articles accurately to compose complex sentences.
Use the most basic modal auxiliaries. (i.e., may and can)	Use common modals auxiliaries. (i.e., would, should, and will)	Use modal auxiliaries. (i.e., would rather and have to)
Use some common words that show sequence and transition, given a model. (i.e., numbers one, two, three, first, and	Use transitional markers. (i.e., ordinal numbers, next, and finally)	Use a wide range of grade level words that show sequence and transition. (i.e., in conclusion)

last)		
Respond appropriately to factual yes/no choice questions that have simple language structures.	Respond appropriately to a variety of factual and inferential questions that have some complex language structures. (i.e., “What might happen during a storm?”)	Respond appropriately to a variety of factual and inferential questions that have complex language structures, “What would have happened if she hadn’t found her brother when she did?”

LITERACY SKILLS

Goal 2: The student will demonstrate the ability to acquire literacy skills through the development of strategic reading and listening behaviors, comprehension, and writing.

Beginning	Intermediate	Advanced
<p>Objective – The student will be able to apply appropriate strategic listening and reading behaviors to print and text to:</p>	<p>General Reading Processes: Emergent & Early Literacy Strategic Behaviors</p> <p>Objective – The student will be able to apply appropriate strategic listening and reading behaviors to:</p>	<p>Objective – The student will be able to apply appropriate strategic listening and reading behaviors to:</p>
<p>Decode unfamiliar words by applying knowledge of:</p> <ul style="list-style-type: none"> • Letter/sound relationships • Word structure • Context clues. 	<p>Apply knowledge of words and structures to read unfamiliar text. (i.e., Use letter combinations, patterns, context clues, sentence structures, and visual cues to guide self-correction when decoding.)</p>	<p>Apply phonetic skills to decode a wide range of new and familiar words.</p>
<p>Respond appropriately to written prompts and factual questions having very simple syntax.</p>	<p>Interpret and respond appropriately to some written prompts and factual or inferential questions including brief-constructed and selected response items having simple to moderately complex syntax. (i.e., “Which of these is not a simile?”)</p>	<p>Interpret a variety of written prompts and factual or inferential questions having simple to complex syntax.</p>
<p>Identify and sort common words into conceptual categories. (i.e., by names of colors or living things)</p>	<p>Build vocabulary by expanding knowledge of synonyms, homonyms, and analogies.</p>	<p>Apply knowledge of word relationships and categories to determine the meaning of new words.</p>
<p>Recognize the meaning of some common words with multiple meanings. (i.e., color</p>	<p>Acquire new vocabulary through an understanding of multiple meanings.</p>	<p>Determine the meaning of a wide range of words that have multiple meanings. (i.e.,</p>

used as noun or a verb)		factor)
Recognize basic inflectional endings in familiar words to determine the meaning of words. (i.e., -er in teacher)	Use words structures to determine meaning of: <ul style="list-style-type: none"> • Prefixes • Suffixes • Roots and base words • Compound words. 	Apply knowledge of word structure to determine the meaning of a wide range of words. (i.e., autobiography)
Use proficiency-level print resources (i.e., picture dictionaries or environmental print like a word wall) to assist with reading tasks and to develop language.	Use resources to determine the meaning of words: <ul style="list-style-type: none"> • Dictionaries • Glossaries • Thesauruses. 	Use grade and proficiency level print resources. (i.e., a thesaurus, dictionary, glossary, or internet to develop language)
Use knowledge of sight words to read words fluently.	Identify at least 60% of grade level high frequency words.	Identify at least 80% of grade level high frequency words.
Read familiar text with accuracy and at a rate that is conversational and consistent.	Read text with limited to moderate fluency using punctuation cues and natural intonation.	Read text with a high degree of fluency using punctuation cues and natural intonation.

	Comprehension	
Objective – The student will be able to apply comprehension of literary and informational text both non-verbally and verbally through guided reading to:	Objective – The student will be able to apply comprehension of literary and informational text through guided reading to:	Objective – The student will be able to apply comprehension of literary and informational text through guided reading to:
Activate background knowledge with teacher or peer guidance.	Activate background knowledge	Mastery at previous level
Use picture cues to develop vocabulary.	Use context to define new words.	Apply knowledge of word relationships and categories to comprehend new words.
Draw a picture to demonstrate comprehension.	Retell the story or restate information to confirm understanding.	Identify, discuss, and explain in detail important ideas and messages in a variety of types of text.
Preview text to get a general idea of the story or information.	Preview text to get a general idea of the story or information.	Mastery at previous level
Make and confirm predictions.	Confirm or revise predictions.	Confirm or revise predictions using complex sentences and supported with reasons using grade-level vocabulary.
Make text to self-connections.	Make text-to-self connections from different sources.	Create personal interpretation.
Identify the beginning, middle, and end of a story.	Recognize common organizational structure of text.	Recognize grade-level organizational structure of text and related language patterns.
Retell key events or facts.	Identify stated main idea and supporting details.	Identify, discuss, and summarize important ideas and messages.
Identify the sequence of events in a story.	Retell a sequence of events or steps in a process.	Write using sequential or chronological order and transitional words.
Identify the setting and characters of a story.	Identify story elements. (i.e., setting, characters, and plot)	Compare and contrast plot, setting, and characters.

Respond appropriately to questions to demonstrate understanding of text.	Follow a model to answer inferential questions.	u. Demonstrate comprehension of the text by responding to inferential questions.
Follow a model to infer and identify characters' feelings.	Identify a character's traits.	a. Interpret characters' thoughts, actions, and relationships.
Demonstrate comprehension of a teacher read aloud.	Demonstrate literal comprehension of text by responding to questions.	Demonstrate comprehension of text using grade-level words in complex sentences.
Recall information with the help of visuals.	Compare and contrast information with the help of a visual organizer.	o. Visualize information from text, illustrations, and diagrams.
Identify the purpose for reading. (i.e., matching a purpose to a picture)	Identify the purpose for reading.	Identify and explain the purpose for reading using evidence from the text.
Identify common types of text formats. (i.e., dialogue, paragraphs, and friendly letters)	Demonstrate an understanding of the use of dialogue in text.	Recognize how various types of text are formatted for a specific purpose.
Identify and name basic parts of a book. (i.e., author and illustrator)	Demonstrate an understanding of the role of author and illustrator.	Mastery at previous level
Identify and name basic parts of a book. (i.e., title, author, front/back covers, and pages)	Identify text features: boldface words, titles, subtitles, charts diagrams, labels, and illustrations, table of contents, index, captions, and glossary.	Identify and name most grade-level text features of literary and informational text. (i.e., italics, bold print, and index)
Make meaning from text with prompting and guidance.	Make meaning from text using varied language-based strategies.	Self-select and apply a range of language-based strategies to make meaning from text.
Ask simple questions with limited vocabulary to clarify meaning.	Use signal words, sentence structure, and pronoun references to clarify meaning.	Using a wide range of grade-level words to ask and answer questions to clarify and extend meaning.
Identify some basic sentence markers and their purpose. (i.e., periods to end a sentence)	Use punctuation cues to clarify meaning.	Identify grade appropriate sentence makers and recognize how they convey meaning.
Use simple phrases to describe visual images.	Describe visual images.	Use grade-level words to describe visual images.
Draw conclusions using simple sentences.	Justify conclusions with text.	Use grade-level words to support conclusions.
Identify the topic given instructional	Identify author's viewpoint and purpose.	Identify, discuss, explain, and summarize

support.		important ideas and messages of different types of informational text. (i.e., explain the author's purpose)
Identify similarities and differences between texts.	Describe similarities and differences between texts.	Explain similarities and differences between texts using relevant detail.
Identify basic text features to comprehend text. (i.e., title, table of contents, pictures, and labels)	Use text features to comprehend informational text: print features, graphic, information, and organizational aids.	Use text features to comprehend literal and informational text. (i.e., italics, bold print, and glossaries)
Identify some common key words or phrases that characterize text structure.	Use text structures to comprehend information.	Use grade-level text structures and related language patterns to comprehend information.
Identify various genres.	Recognize characteristics of various genres.	Identify and explain characteristics of various genres.

Writing		
Objective – The student will be able to produce informational, personal, and narrative writing that recognizes audience, purpose, and form, and uses the stages of the writing process as needed (e.g. prewriting, drafting, revising, editing, and publishing) to:	Objective – The student will be able to produce informational, personal, and narrative writing that recognizes audience, purpose, and form, and uses the stages of the writing process as needed (e.g. prewriting, drafting, revising, editing, and publishing) to:	Objective – The student will be able to produce informational, personal, and narrative writing that recognizes audience, purpose, and form, and uses the stages of the writing process as needed (e.g. prewriting, drafting, revising, editing, and publishing) to:
Conventions		
<ul style="list-style-type: none"> • Use end punctuation. • Use commas for dates, letter greetings and closings, and words in a series. • Use upper and lower case letters appropriately. • Use a capital letter for the first 	<ul style="list-style-type: none"> • Use an apostrophe with possessive nouns. • Use quotation marks to indicate the exact words of a speaker. • Use commas to separate independent clauses joined by a conjunction. 	Mastery at previous level

<p>letter in a sentence, <i>I</i>, proper names, months, and days of the week.</p> <ul style="list-style-type: none"> • Use apostrophes for contractions. • Spell high frequency words accurately. • Use spelling rules and word patterns appropriate to English language development. 	<ul style="list-style-type: none"> • Use the exclamation mark to indicate strong emotion. 	
Writing Skills		
<ul style="list-style-type: none"> • Hold writing utensils appropriately. • Correctly form upper and lower case letters, as developmentally appropriate. • Copy letters, words, and simple sentences. • Complete sentence or paragraph frames and cloze activities using familiar vocabulary. • Use adequate spacing between letters, words, and sentences. 	<ul style="list-style-type: none"> • Complete writing frames or cloze sentences. • Write clearly and legibly. • Generate writing through collaborative experiences. • Use models to compose independently. • Use descriptive words to communicate ideas and reflections. • Use subject-verb agreement accurately. • Use end punctuation to avoid run-on sentences and sentence fragments. 	<ul style="list-style-type: none"> • Use a variety of nouns, including most irregular plural forms • Use regular and most irregular verbs in past, present, and future tenses as well as some conditional verb forms. • Compose complex affirmative and negative statements. • Use subject-verb agreement with count and non-count nouns and indefinite pronouns. • Use a variety of modifiers in correct order, including adverbs and quantifiers with count and non-count nouns. • Use subject, direct and indirect object, possessive³ and demonstrative pronouns in longer and more complex sentences.
Composition		
<ul style="list-style-type: none"> • Write labels, captions, and lists. • Write simple sentences using 	<ul style="list-style-type: none"> • Write dialogs. • Write short answer responses to 	<ul style="list-style-type: none"> • Write a personal narrative expressing a connection to a story

<p>familiar material and follow a model.</p> <ul style="list-style-type: none"> • Respond to verbal, written, or picture cues. • Follow a model for dialogue journal writing. 	<p>questions.</p> <ul style="list-style-type: none"> • Write a story ending. • Write a story summary. • Write compound sentences. • Write for practical purposes to make lists, complete forms, record homework assignments, take messages, and write letters. • Write a paragraph using a topic sentence, supporting details, and a conclusion. • Write personal narratives to tell about himself or herself, his or her family, and personal experiences. • Write to inform about familiar content topics. • Write to persuade by including reasons to support an idea. 	<p>or historical event with sufficient detail, and a clear beginning, middle, and end.</p> <ul style="list-style-type: none"> • Write persuasive text that uses reasons with relevant support, sentence variation, and effective word choice to agree or disagree with an idea. • Write for personal communication and expression in a wide variety of forms suited to topic, audience, and purpose.
Steps of the Writing Process		
<ul style="list-style-type: none"> • Generate ideas using a variety of prewriting strategies including models, collaborative planning, and graphic organizers. • Organize prior knowledge and new ideas/information to write. • Edit writing for correctness of standard English as appropriate for his or her developmental writing level. • Choose to share writing when appropriate. 	<ul style="list-style-type: none"> • Generate ideas using a variety of prewriting strategies including models, collaborative planning, and graphic organizers. • Organize prior knowledge and new ideas/information to write. • Edit writing for correctness of standard English as appropriate for his or her developmental writing level. • Choose to share writing when appropriate. 	<ul style="list-style-type: none"> • Generate ideas independently using a variety of prewriting strategies including graphic organizers and guided research. • Organize resources to arrange ideas and compose a first draft. • Self-edit for correctness of standard English as appropriate for his or her developmental writing level. • Prepare, present, and discuss a final draft.

LANGUAGE LEARNING STRATEGIES

Goal 3: The student will demonstrate the ability to acquire and apply language learning strategies when communicating for both interpersonal and academic purposes.

Beginning	Intermediate	Advanced
Objective – The student will be able to apply language learning strategies to extend communicative competence to:	Objective – The student will be able to apply language learning strategies to extend communicative competence to:	Objective – The student will be able to apply language learning strategies to extend communicative competence to:
Listen and imitate others.	Listen and imitate others.	Mastery at previous level
Restate information.	Restate information.	Restate information.
Ask for help, feedback, and clarification.	Ask for help, feedback, and clarification.	Ask for help, feedback, and clarification.
Recite songs, poems, and chants.	Recite songs, poems, and chants.	Recite songs, poems, and chants.
Use nonverbal cues to assist memory.	Use nonverbal cues to assist memory.	Use nonverbal cues to assist memory.
Self-monitor learning by: <ul style="list-style-type: none"> • Asking questions. • Visualizing. • Connecting new information to known information. • Reviewing. 	Self-monitor learning by: <ul style="list-style-type: none"> • Asking questions. • Visualizing. • Connecting new information to known information. • Reviewing. 	Self-monitor learning by: <ul style="list-style-type: none"> • Asking questions. • Visualizing. • Connecting new information to known information. • Reviewing.
Draw pictures to help memory.	Draw pictures to help memory.	Draw pictures to help memory.
Practice new language by repeating and rehearsing.	Practice new language by repeating and rehearsing.	Practice new language by repeating and rehearsing.
Use home language to help understand a word.	Use home language to help understand a word.	Use home language to help understand a word.
Listen for parts of a word already known.	Listen for parts of a word already known.	Listen for parts of a word already known.
Work with a peer to improve understanding	Work with a peer to improve understanding	Work with a peer to improve understanding

Use graphic organizers.	Use graphic organizers.	Use graphic organizers.
Make a plan before beginning the work.	Make a plan before beginning the work.	Make a plan before beginning the work.
Record words in a personal dictionary.	Record words in a personal dictionary.	Record words in a personal dictionary.
Record information in an organized plan.	Record information in an organized plan.	Record information in an organized plan.
Review or recall information from a previous lesson.	Review or recall information from a previous lesson.	Review or recall information from a previous lesson.
Use sentence structure or context to clarify meaning.	Use sentence structure or context to clarify meaning.	Use sentence structure or context to clarify meaning.

CONCEPTS AND VOCABULARY

GOAL 4: The student will demonstrate the ability to develop concepts and vocabulary that connect to the mainstream classroom.

Beginning	Intermediate	Advanced
<p>Science</p> <p>Objective – The student will be able to develop and expand concepts and vocabulary for scientific skills and processes to:</p>		
<p><i>Earth Science</i></p> <ul style="list-style-type: none"> a. Describe and compare objects in space. b. Describe constructive and destructive forces that affect the shape of the Earth. 	<p><i>Earth Science</i></p> <ul style="list-style-type: none"> a. Describe and compare objects in space. b. Describe constructive and destructive forces that affect the shape of the Earth. 	<p><i>Earth Science</i></p> <ul style="list-style-type: none"> a. Describe and compare objects in space. b. Describe constructive and destructive forces that affect the shape of the Earth.
<p><i>Physical Science</i></p> <ul style="list-style-type: none"> a. Conduct a well-designed investigation. b. Describe forces and how simple machines help to do work. 	<p><i>Physical Science</i></p> <ul style="list-style-type: none"> a. Conduct a well-designed investigation. b. Describe forces and how simple machines help to do work. 	<p><i>Physical Science</i></p> <ul style="list-style-type: none"> a. Conduct a well-designed investigation. b. Describe forces and how simple machines help to do work.
<p><i>Life and Environmental Science</i></p> <ul style="list-style-type: none"> a. Describe the interdependence of plants and animals. b. Explain that organisms best suited to an environment will survive and reproduce. 	<p><i>Life and Environmental Science</i></p> <ul style="list-style-type: none"> a. Describe the interdependence of plants and animals. b. Explain that organisms best suited to an environment will survive and reproduce. 	<p><i>Life and Environmental Science</i></p> <ul style="list-style-type: none"> a. Describe the interdependence of plants and animals. b. Explain that organisms best suited to an environment will survive and reproduce.

Social Studies

Objective – The student will be able to develop and expand concepts and vocabulary related to the study of history and the social sciences to:

<p><i>Geography</i></p> <ul style="list-style-type: none"> a. Identify geographic concepts and apply them to the use of maps, globes, and other geographic tools. b. Distinguish between and among a continent, country, city, and state. 	<p><i>Geography</i></p> <ul style="list-style-type: none"> a. Identify geographic concepts and apply them to the use of maps, globes, and other geographic tools. b. Distinguish between and among a continent, country, city, and state. 	<p><i>Geography</i></p> <ul style="list-style-type: none"> a. Identify geographic concepts and apply them to the use of maps, globes, and other geographic tools. b. Distinguish between and among a continent, country, city, and state.
<p><i>Communities</i></p> <ul style="list-style-type: none"> a. Recognize and describe the relationship between people and their community. b. Identify how communities are diverse and interdependent. 	<p><i>Communities</i></p> <ul style="list-style-type: none"> a. Recognize and describe the relationship between people and their community. b. Identify how communities are diverse and interdependent. 	<p><i>Communities</i></p> <ul style="list-style-type: none"> a. Recognize and describe the relationship between people and their community. b. Identify how communities are diverse and interdependent.
<p><i>History and Development</i></p> <ul style="list-style-type: none"> a. Describe how technological changes influence changes in how people live. b. Identify the major regions of the U.S. and describe how resources affect their development. 	<p><i>History and Development</i></p> <ul style="list-style-type: none"> a. Describe how technological changes influence changes in how people live. b. Identify the major regions of the U.S. and describe how resources affect their development. 	<p><i>History and Development</i></p> <ul style="list-style-type: none"> a. Describe how technological changes influence changes in how people live. b. Identify the major regions of the U.S. and describe how resources affect their development.