

WEST ALLEGHENY SCHOOL DISTRICT

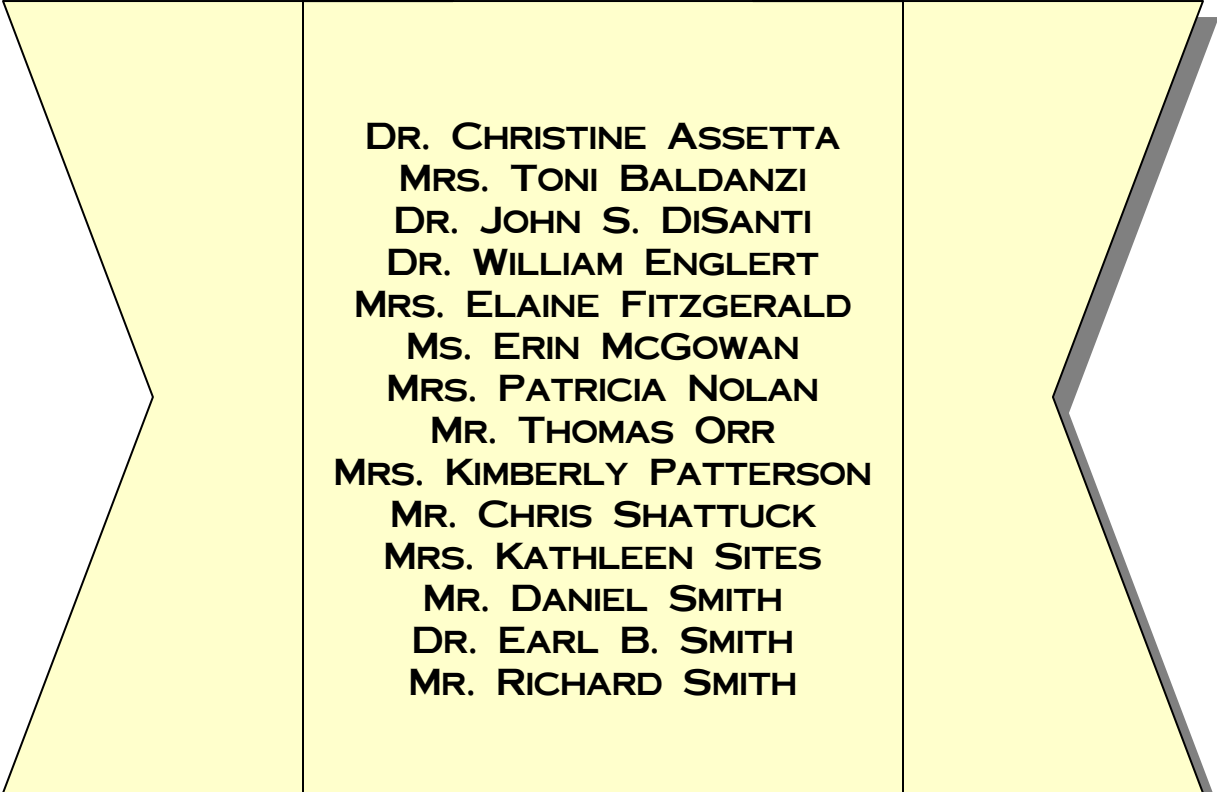
ESL  
CURRICULUM

(ENGLISH AS A SECOND  
LANGUAGE)

2008

## **ACKNOWLEDGEMENTS**

**THE FOLLOWING INDIVIDUALS SERVED ON THE 2008 ENGLISH AS A SECOND LANGUAGE CURRICULUM CORE COMMITTEE. THEIR PARTICIPATION IN AND SUPPORT OF ESL PROJECT GREATLY ENHANCED THE CURRICULUM WRITING.**

A large yellow graphic with a central column containing names. The graphic has a white arrow-like shape on the left side pointing right and a grey arrow-like shape on the right side pointing left, meeting at a central vertical line. The names are listed in the central column.

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## **English as a Second Language (ESL) Curriculum Philosophy**

The 2008 West Allegheny English as a Second Language (ESL) curriculum is built upon the philosophical orientation and instructional recommendations advocated by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Student learning outcomes are aligned with the Pennsylvania Language Proficiency Standards for English language learners and address goals related to receptive and productive listening, reading, speaking, and writing skills. Goals are designed to provide English language learners with the language skills necessary to participate successfully at grade level in the English-speaking classroom.

With an increase in enrollment of students with limited English proficiency across the commonwealth of Pennsylvania, it is each school district's responsibility to provide basic instruction in learning English to the ESL population. Promoting effective intercultural communication through ESL instruction is essential in a globally interdependent, diverse world. The present worldwide, multi-ethnic society demands an increased awareness of and respect for cultural diversity through the study of world languages, cultures, and customs.

ESL instruction is provided by certified teachers who do not necessarily need to know how to speak each native language. However, ESL teachers are trained to understand the fundamental language concepts and recognize the processes of first and second language acquisition in order to promote student understanding of language development in English. Variations of push-in, pull-out, and resource center models are utilized to meet the individual needs of each student.

The ESL program provides the necessary support as the English language learner (ELL) seeks to accomplish a successful transition to a new cultural and educational setting. The ESL curriculum establishes objectives and expectations that the English language learners:

- possess the reading, writing, speaking, and listening skills to communicate independently and effectively with diverse audiences.
- use higher level thinking processes to analyze, synthesize, and evaluate ideas, information, and language.
- engage in independent, life-long learning.
- apply language skills to meet the daily demands of society.
- collaborate in a global community.

In order to achieve the Pennsylvania academic standards, the English language learner must be scheduled in all content area classes even though they may not be able to comprehend all of the instruction. The content area instruction must be aligned with the corresponding standards and adapted to meet the needs of the students. Adapting the coursework should not mean diluting curricular objectives or placing students in lower grades for instruction.

The thoughtful design of the ESL curriculum provides comprehensive language and cultural experiences for the West Allegheny School District's English language learners. The coordinated efforts among the ESL teachers and classroom teachers maximize the students' language growth. This collaboration also promotes mastery of the established academic standards.

## CAN DO Descriptors for the Levels of English Language Proficiency

The CAN DO Descriptors offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards.

The CAN DO Descriptors are broad in nature, focusing on language functions generally found in the school setting, rather than language skills related to specific academic topics. A distinguishing feature of these CAN DO Descriptors, although not explicitly mentioned, is the presence of a variety of supports or strategies including visual or graphic support to enable English language learners' access to the language and content requisite for success in school. Given the broad nature of these CAN DO Descriptors, and the fact that they are not distinguished by grade level cluster, educators need to keep in mind the variability of students' cognitive development, age and grade level differences, and their diversity of educational experiences.

The CAN DO Descriptors are an extension of the Performance Definitions for the Pennsylvania English Language Proficiency Standards. The CAN DO Descriptors apply to Pennsylvania's Language Proficiency Standards for English Language Learners and *ACCESS for ELLs™* scores and may assist teachers and administrators in describing linguistic abilities as well as interpreting the meaning of the score reports. In addition, the CAN DO Descriptors may help explain the speaking and writing rubrics associated with the English language proficiency test.

The CAN DO Descriptors are not instructional or assessment strategies, per se. They are samples of what English language learners may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of model performance indicators, the CAN DO Descriptors do not scaffold from one English language proficiency level to the next, meaning that they do not form a developmental strand encompassing a shared topic or theme. Rather, each English language proficiency level is to be viewed as a set of independent descriptors.

Presented in matrix format similar to the English language proficiency standards, educators should have ease in examining the CAN DO Descriptors across the language domains for the five levels of English language proficiency. **It should be noted that students who are Newcomers or "Port of Entry" may be working toward the skills noted in Entering. It can not be assumed that these students have mastered these skills in English upon entry into Pennsylvania schools. However, these students may be able to exhibit these linguistic skills in their first language (L1) and should be given the opportunity to do so to the extent practicable.** English language proficiency level 6, Reaching, is reserved for those students who have reached parity with their English proficient peers.

For the most part, the CAN DO Descriptors are drawn from the English Language Proficiency Standards' Framework for Large-Scale Assessment developed by the WIDA Consortium, and consistent with *Pennsylvania's Language Proficiency Standards for English Language Learners*. These serve as the foundation for the English language proficiency test. Teachers are encouraged to supplement these bulleted points with additional ones from *Pennsylvania's Language Proficiency Standards for English Language Learners Pre-K through Grade 12*. In that way, educators will have a full complement of what English language learners CAN DO as they move along the second language acquisition continuum.

## CAN DO Descriptors for the Levels of English Language Proficiency, cont.

The characteristics within each box are target skills. For the given level of English language proficiency, English language learners can...

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Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	<b>Level 6- Reaching</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words or phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures and/or objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects and/or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select and order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures and/or objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases, or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicitly stated messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events or processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families and/or figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Name objects, people or pictures</li> <li>Answer WH questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH questions</li> <li>Describe pictures, events, objects or people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses and/or make predictions</li> <li>Describe processes and/or procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues and/or concepts</li> <li>Give speeches and/or oral reports</li> <li>Offer creative solutions to issues and/or problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Label objects, pictures or diagrams</li> <li>Draw in response to oral directions</li> <li>Produce icons, symbols, words or phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences or notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative texts</li> <li>Compare and contrast information</li> <li>Describe events, people, processes or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms of writing</li> </ul>	

## Language Performance Definitions for the Levels of English Language Proficiency

Across the curriculum...					
Level 1 Entering		Level 2 Beginning		Level 3 Developing	
Level 4 Expanding		Level 5 Bridging			
<b>at the given level of English language proficiency, English language learners in Pennsylvania, can <i>process and understand</i></b>					
R E C E P T I V E	Pictorial or graphic representation of the language of the content areas with minimal comprehension.	General language related to the content areas.	General and some specific language of the content areas.	Specific and some technical language of the content areas.	The technical language of the content areas.
<b>at the given level of English language proficiency, English language learners in Pennsylvania, can <i>use and produce</i></b>					
P R O D U C T I V E	Non-verbal communication, single words or short phrases which may be demonstrated by repeating and copying words and phrases, or use of first language.	Common phrases or short sentences and some general academic language in oral and written communication with errors that may impede meaning.	Familiar oral and written language of expanded sentence length, short paragraphs and academic language with occasional errors.	Oral and written academic and technical language of varying complexity in context with nominal errors.	Oral or written academic and technical language of varying complexity approaching that of English proficient peers with minimal errors.

## English Language Proficiency Standards

### **English Language Proficiency Standard 1 (ELPS 1):**

English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

### **English Language Proficiency Standard 2 (ELPS 2):**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

### **English Language Proficiency Standard 3 (ELPS 3):**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

### **English Language Proficiency Standard 4 (ELPS 4):**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

### **English Language Proficiency Standard 5 (ELPS 5):**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

*\*\*\* The ELPSs are not meant to be used use alone. They are used to support the standards for the regular content areas taught.*

**WEST ALLEGHENY SCHOOL DISTRICT**  
**ENGLISH as a SECOND LANGUAGE**

**INDEX**

<b>ESL – Kindergarten – Fifth .....</b>	<b>1</b>
Social and Instructional Language	
School .....	2
Self. . . . .	4
Activities.....	5
<b>ESL – Grade Level PRE-K – K .....</b>	<b>6</b>
Content Area Language	
Language Arts.....	7
Math Concepts .....	9
Science.....	11
Social Studies.....	14
<b>ESL – Grade Level 1-3 .....</b>	<b>16</b>
Content Area Language	
Language Arts.....	17
Math Concepts .....	18
Science.....	21
Social Studies.....	24
<b>ESL – Grade Level 4-5 .....</b>	<b>26</b>
Content Area Language	
Language Arts.....	27
Math Concepts .....	29
Science.....	32
Social Studies.....	33
<b>ESL – Grade Level 6-8 .....</b>	<b>34</b>
Social and Instructional Language	
School .....	35
Content Area Language	
Language Arts.....	37
Social Studies.....	39
Science.....	40
<b>ESL – Grade level 9-12.....</b>	<b>42</b>
Social and Instructional Language.....	43
Content Area Language	
English 9-12.....	45
Math 9-12 .....	47
Science 9-12.....	49
Social Studies 9-12 .....	51

**ENGLISH  
AS A  
SECOND LANGUAGE**

**SOCIAL AND INSTRUCTIONAL LANGUAGE**

**KINDERGARTEN - FIFTH GRADE  
2008**

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Social and Instructional Language</b>	<b>Grade: Kindergarten – Fifth</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCHOOL</b>	<b>School</b> greetings personnel social behaviors school areas  <b>Classroom</b> rules routines following directions interactions with peers interactions with adults asking for help everyday classroom objects gathering information  <b>Safety</b> bus school playground	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- follow written directions supported visually.</li> <li>- associate sounds or letter of illustrated classroom objects with words in print.</li> <li>- match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "here is a picture with a word inside. find the same word in the classroom.").</li> <li>- match pictures of common objects to familiar words (with a partner).</li> <li>- read words/phrases that is functional print with visual cues.</li> </ul>	ELPS 1
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- trace, copy, or depict daily routines in drawings.</li> <li>- draw or label familiar objects using a poster or books to help.</li> <li>- label pictures of daily routines from illustrated models using words with invented spelling.</li> <li>- describe daily routines from illustrated models using words and phrases with invented spellings.</li> <li>- write labels for visual representations of everyday objects using a word wall working with a partner.</li> <li>- write labels for school items using word wall (working with a partner).</li> <li>- compose notes about daily routines using phrases or short sentences with invented spelling.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- follows simple oral commands with visual cues.</li> <li>- follow simple commands with out visual cues as a group.</li> <li>- follow oral commands to show simple spatial relations with real life objects as a group.</li> <li>- follow oral directions as presented in conversation or drama with a story or music as a group.</li> <li>- follow sequential commands with visual or non-verbal cues.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Social and Instructional Language</b>	<b>Grade: Kindergarten – Fifth</b>
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Page 2 (School)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b><u>SCHOOL</u></b> (Cont.)	<b>Hygiene</b> health bathroom use getting self ready for school	<b>Speaking</b>	The student will: <ul style="list-style-type: none"> <li>- restate polite words or expressions when modeled (e.g., "please" and "thank-you") in short dialogues.</li> <li>- make polite requests from models or gestures (e.g., "please sit down.").</li> <li>- use polite language conversation (e.g., role play telephone talk).</li> <li>- give compliments, offer apologies, or express gratitude within conversations.</li> <li>- ask and answer relevant questions and share experiences as a group.</li> <li>- adapt polite language to social situations appropriate to audience.</li> </ul>	ELPS 1

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Social and Instructional Language</b>	<b>Grade: Kindergarten – Fifth</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SELF</b>	<b>Self</b> name description of self likes and dislikes needs and wants personal information interests, opinions, and preferences  <b>Family</b> mother, father sister, brother, grandparents aunt, uncle, cousins  <b>Home</b> everyday objects  <b>Friends and Feelings</b> who are friends what makes a good friend  <b>Feeling Words</b> happy, sad, mad, worried, excited, nervous, etc...	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- recognize own name from a list of names.</li> <li>- recognizes self in drawings or photographs.</li> <li>- match, sort or classify pictures of family members using visual cues.</li> <li>- identifies self and family members in drawings or photographs.</li> <li>- name letters from own name to letters found in classroom print (working with a partner).</li> </ul>	ELPS 1
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- use drawings to express thoughts and feelings as supported by posters or picture dictionaries.</li> <li>- represents self in drawings.</li> <li>- draws and labels self as a component of a family unit.</li> <li>- write basic personal information as directed by teacher.</li> <li>- label self and family members using scribbles, letter like forms and invented spelling in drawings or illustrations.</li> <li>- draws illustration of self; writes simple words or phrases describing illustration.</li> <li>- represent stories/experiences through a combination of pictures, words and phrases (with a partner).</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- point to correct picture of feeling after listening to a description of event.</li> <li>- listen to a list of characteristics and identify what family member is being described.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- state basic autobiographical information using visual cues or prompts.</li> <li>- use one word or short phrases to express likes or dislikes of items or concepts as illustrated.</li> <li>- tell a real or make believe story about your family.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Social and Instructional Language</b>	<b>Grade: Kindergarten – Fifth</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>ACTIVITIES</b>	<b>Participation in Activities</b> take turns following directions playing with others during free time participate in small groups leisure activities	<b>Reading</b>	The student will: - recognizes environmental print around playground or in gymnasium. - reads picture rules for playground.	ELPS 1
		<b>Writing</b>	- draw pictures to explain how to play a game. - label pictures of recreational objects using a word bank.	
		<b>Listening</b>	- identify recreational objects (e.g., ball, swing) from pictures (of school, playgrounds or park scenes) as directed orally. - follow one step oral directions from pictures of recreational objects used in activities and oral statements. - follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "pick up the ball. then give it to a friend."). - indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "show me how to pass the ball from person to person). - simulate playing activities according to pictures and sequential oral descriptions (e.g., "make two rows. choose a friend. have the friend go between the rows.").	
		<b>Speaking</b>	- verbally responds to specific questions in everyday conversation working with a partner. - asks questions about a game or activity. - explains directions to a game or an activity.	

**ENGLISH  
AS A  
SECOND LANGUAGE**

**CONTENT AREA LANGUAGE  
PRE-K - K**


**2008**

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> Pre-K – K
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>LANGUAGE ARTS</b>	letters words print book stories title author/write illustrator/draw title page cover nursery rhyme rhyme  	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match, sort or classify pictures of family members or familiar icons using visual cues.</li> <li>- recognize own name and/or names of familiar adults and children from a list.</li> <li>- name letters from own name to letters found in classroom print working with a partner.</li> <li>- match pictures of common objects to familiar words working with a partner.</li> <li>- read words/phrases that are functional print with visual cues.</li> </ul>	1.1 – 1.8 --- ELPS1 --- ELPS2
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- use drawings to express thoughts and feelings as supported by posters or picture dictionaries.</li> <li>- draw or label familiar objects as supported by posters, books, etc.</li> <li>- copy examples of environmental print from labeled icons or objects.</li> <li>- write basic personal information as directed by teacher.</li> <li>- write labels for visual representations of everyday objects using a word wall working with a partner.</li> <li>- represent stories and/or experiences through a combination of pictures, words, and phrases working with a partner.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- follow simple oral commands with visual cues.</li> <li>- follow simple commands without visual cues as a group.</li> <li>- follow oral commands to show simple spatial relationships with real life objects as a group.</li> <li>- follow oral direction as presented in conversation or drama with a story or music as a group.</li> <li>- follow sequential commands with visual or non-verbal cues.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: Pre-K - K</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>LANGUAGE ARTS (continued)</b>	↓	<b>Speaking</b>	The student will: <ul style="list-style-type: none"> <li>- state basic autobiographical information using visual cues or prompts.</li> <li>- repeat words or phrases from common nursery rhymes supported by illustrations.</li> <li>- use one word or short phrases to express likes or dislikes of items or concepts as illustrated.</li> <li>- participate/interact in everyday conversation.</li> <li>- verbally respond to specific questions in everyday conversation working with a partner.</li> <li>- ask and answer relevant questions and share experiences as a group.</li> </ul>	1.1 – 1.8 --- ELPS1 --- ELPS2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: Pre-K/K</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH CONCEPTS</b>	numbers add/addition subtract/subtraction count patterns`	<b>Reading</b>	The student will: - read numbers with teachers assistance. - recognize numerals to 31. - pattern real-life objects by color, shape, and size working with partner. - draw conclusions about patterned objects working with a partner.	Math 2.1 - - - ELPS 2 ELPS 3
		<b>Writing</b>	- copy printed numbers. - create a counting book collaboratively with the class depicting number sets. - print numerals 1-20.	
		<b>Listening</b>	- hold up the correct number of fingers as modeled when the teacher calls out a number 1-10. - imitate pattern sounds with physical movement from modeling (e.g., clap, snap, snap, stomp). - identify patterns from pictures (e.g., "girl, boy, girl, boy) from oral directions. - form patterns from pictures (e.g., "the tall girl, the short girl; the tall boy, the short boy).	
		<b>Speaking</b>	- recite numbers from 1-10 showing the correct number of fingers. - echo instructor's production of number names, counting process and simple categorization using assorted manipulative. - participate in group chant or song involving number and gestures. - count by rote to 100.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: Pre-K/K</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH ATTRIBUTES</b>	size shape color quantity	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match pictures of real-life objects (e.g., book or window) with figurers of geometric shapes.</li> <li>- classify pictures of real-life objects according to geometric shapes (e.g., circles or squares).</li> <li>- sort diagrams of geometric shapes according to their first letter (e.g., "c" or "r").</li> <li>- find pairs of matching words and diagrams of geometric shapes.</li> <li>- identify words for geometric shapes from labeled diagrams.</li> <li>- identify objects by color, shape and size as a group.</li> <li>- sort objects by attributes, according to descriptive words or phrases, working with a partner.</li> <li>- match sorted/or patterned real-life objects to their descriptive words working with a partner.</li> <li>- pattern real-life objects by color, shape, and size working with a partner.</li> </ul>	Math 2.1 – 2.9 - - - ELPS 3 ELPS 4
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- draw pictures of items based on attributes described by teacher or peer.</li> <li>- copy the color word next to items that have been sorted.</li> <li>- write the number or number word next to a group of items to tell the quantity shown.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- select an object based on description of attributes given by teacher or peer.</li> <li>- sort objects by attributes, according to descriptive words or phrases, working with a partner.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- indicate size of objects in pictures (e.g., "small" "big") using gestures and words.</li> <li>- specify size of objects in pictures (e.g., "a small ball," "a big ball").</li> <li>- describe the relationship between the size of two objects in pictures using comparative phrases (e.g., "smaller", "bigger").</li> <li>- pose comparative questions or statements about size from pictures or illustrated scenes (e.g., "this is the biggest.").</li> <li>- make up related sentences or "stories" about differences in size using comparative language from illustrated scenes.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: ESL Elementary Curriculum		Content Area Language		Grade: Pre-K/K
2008				
Topic/Theme	Content Focus/Vocabulary	Language Area	Student Outcomes	Standards and Anchors
<b>SCIENCE</b> <b>Body Parts</b>	<b>Body Parts</b> hair, head, face eyes, ears, nose mouth, lips, teeth shoulders, back, belly arms, elbows, hands, fingers legs, knees, feet, toes  <b>Body Part and Sense</b> nose - smell ear - hear skin, hands, touch - feel mouth, tongue - taste eyes - see	<b>Reading</b>	The student will: - apply concepts of print to books about body parts (e.g., "the book about eyes, show me the title of the book."). - pair labeled pictures of body parts with matching icons. - associate labeled pictures of body parts with initial consonants (e.g., nose- n). - find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet). - match pictures of body parts with words.	Science 3.1 – 3.7 - - - ELPS 2 ELPS 4
		<b>Writing</b>	- label body parts using picture/word flash cards. - create picture flash cards of body parts. - draw an accurate picture of self including correct hair and eye color.	
		<b>Listening</b>	- draw a picture of a body part after hearing a description. - hold up the correct picture card after hearing a description.	
		<b>Speaking</b>	- point and name parts of the body. - name the correct sense to the pictured body part as a group. - describe the differences in opposites (such as: sweet/sour) working with a partner. - repeat names of body parts. - ask a partner questions about their personal appearance, color of hair or eyes, number of teeth lost, etc...	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: Pre-K/K</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE Weather</b>	<b>Weather</b> rainy, sunny windy, cloudy, snowy <b>Seasons</b> Fall, Winter, Spring, Summer  <b>Everyday Clothing</b> shirt, pants, skirt, shoes, dress, hat <b>Seasonal Clothing</b> winter coat, hat, gloves, mittens, scarf, boots, swimsuit, flip flops, shorts, sunglasses, etc.	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match items on a flannel board according to weather or seasons as a group.</li> <li>- sort items found in the sky during the day and items found in the sky at night using labeled manipulatives.</li> <li>- identify seasons based on pictures in a book working with a partner.</li> <li>- classify clothing and activities associated with different seasons using labeled picture cards.</li> </ul>	Science 3.1 – 3.7 - - - ELPS 2 ELPS 4 ELPS 5
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- draw conclusions after reading a picture book about day and night working with a partner.</li> <li>- draw a picture of clothing worn in summer (spring, fall, winter).</li> <li>- draw a picture of the day's weather and copy the word that best describes it (sunny, rainy, snowy, etc...).</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- match the clothing up with the season described.</li> <li>- name season after listening to a description of weather.</li> <li>- repeat the names of the seasons after the teacher.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- name familiar objects in photographs or illustrations associated with weather conditions.</li> <li>- describe weather conditions from photographs or illustrations (e.g., "windy").</li> <li>- predict weather conditions from illustrated scenes (e.g., "it's going to rain.").</li> <li>- compare and contrast weather conditions in illustrated scenes.</li> <li>- express likes, dislikes, or preferences, with reasons, related to weather conditions from illustrated scenes.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: Pre-K/K</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE Living and Non-Living</b>	<b>Living Things</b> nature, grass, flowers, trees, animals, bugs, etc...  <b>Non-Living Things</b> rocks, man made objects, metal, etc...	<b>Reading</b>	The student will: - name items pictured in a scenic picture. - match word with picture using first letter sounds. - sort pictures of living and non living items on a chart.	Science 3.1 – 3.7 - - - ELPS 2 ELPS 4
		<b>Writing</b>	- collect and identify pictures of living things with in a small group. - draw pictures of living and nonliving things working with a partner. - sort and label pictures of living and non living things using letters, scribbles and/or letter like forms. - draw and label pictures of adult and baby animals with words or invented spellings from a picture dictionary. - draw and label the life cycle of living things with words or short sentences working in pairs or triads.	
		<b>Listening</b>	- classify living and non-living things from oral statements and pictures. - match oral descriptions of living or non-living things with pictures (e.g., "it lives in water. it swims"). - identify living or non-living things from wh- questions and pictures (e.g., "which animals have no legs?"). - match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions. - organize pictures with labels or other graphic representations of features of living or non-living things described orally.	
		<b>Speaking</b>	- identify and describe things in the environment as a group. - describe attributes of living and non living items in two or three words phrases.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: Pre-K/K</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL STUDIES Community</b>	<b>Community</b> shelters neighborhood location of community places community workers transportation people moving to new places different families same vs. different	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- recognize food related symbols or icons in illustrations.</li> <li>- match pictures and words to words about food from various sources (e.g., labels on cans or cartons).</li> <li>- find labeled pictures of food by initial sounds or consonants (e.g., pineapple, peas).</li> <li>- find labeled pictures of food by initial sounds or consonants (e.g., pineapple, peas).</li> <li>- sort pictures of food by initial sounds or consonants (e.g., "find foods that start with the letter b.").</li> <li>- identify food words in illustrated phrases or short sentences.</li> <li>- identify food words in illustrated phrases or short sentences.</li> </ul>	Social Studies 5.1 – 5.3 6.1 – 6.5 --- ELPS 2 ELPS 5
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- draws illustration of school, neighborhood or community; uses a combination of pictographic letters and real letters to describe illustrations.</li> <li>- draws illustration of self, family, neighborhood or community; writes simple words or phrases describing illustration.</li> <li>- copies list of words to describe family.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- associate sounds of different modes of transportation with pictures (e.g., "which goes choo choo?").</li> <li>- identify neighborhood signs from oral descriptions.</li> <li>- identify modes of transportation from visually supported rhymes or changes (e.g., "the wheels on the bus).</li> <li>- match visuals of workers to their neighborhood work place based on oral description.</li> <li>- locate neighborhood buildings on a map using oral directions of placement.</li> <li>- pair modes of transportation with their environment based on pictures and oral directions.</li> <li>- complete a neighborhood map based on oral directions.</li> </ul>	
	<b>Celebrations                      American and                      Commercial Holidays</b> Labor Day Columbus Day Halloween Thanksgiving Hanukah Christmas New Year's			

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>		<b>Content Area Language</b>		<b>Grade: Pre-K/K</b>	
Social Studies Community (continued)				2008	
<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>	
<b>SOCIAL STUDIES Community</b> (Continued)	<b>Celebrations American and Commercial Holidays</b> (Continued)  Martin Luther King Jr., Day Ground Hogs Day Valentine’s Day President’s Day months of holidays symbols for holidays foods, cultures, traditions	<b>Speaking</b>	The student will: <ul style="list-style-type: none"> <li>- share cultural experiences using props and gestures (such as: show and tell a favorite food).</li> <li>- match homes and habitats to animals in illustrated scenes using phrases or chunks of language (e.g., bee hive).</li> <li>- describe different types of homes or habitats from illustrated scenes using short sentences or phrases.</li> <li>- name community objects when presented with a visual cue.</li> <li>- compare and contrast different types of homes or habitats from illustrated scenes using related sentences.</li> <li>- engage in discussion about community activities (such as: a shopping trip or a trip to the park).</li> <li>- provide detailed information about homes or habitats (e.g., personal address or a bird lives in a nest in a tree).</li> </ul>	Social Studies 5.1 – 5.3 6.1 – 6.5 --- ELPS 2 ELPS 5	

**ENGLISH  
AS A  
SECOND LANGUAGE**

**GRADE 1-3  
2008**

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 1-3
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>LANGUAGE ARTS</b>		<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- retell stories using a series of pictures.</li> <li>- match sentence strips to illustrations in a story.</li> <li>- sequence a series of illustrated sentence strips to tell a story.</li> <li>- identify phrases or sentences in a story that supports the main idea working with a partner.</li> </ul>	Language Arts 1.1 1.8  ELPS 1 —
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- label family members in a drawing or picture using a word wall.</li> <li>- write short sentences about a family picture or drawing using a word wall.</li> <li>- write a paragraph describing a family trip using a guided model.</li> </ul>	ELPS 2
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- point to illustrations during teachers reading of picture books.</li> <li>- sort pictures of short segments of a read aloud using a graphic organizer.</li> <li>- draw conclusions from a read aloud using a graphic organizer.</li> <li>- respond to a read aloud by role playing working with a partner.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- answer WH questions based on illustrations in response to stories.</li> <li>- discuss reasons for a character's actions working with a partner.</li> <li>- describe a character from an illustrated story to a partner.</li> <li>- retell a story using picture prompts with a partner.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 1-3
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH CONCEPTS</b>	<b>Number Operations</b> add, subtract, multiply, estimate place value whole numbers and fractions graphs  <b>Symbols meaning</b> plus, minus, times, equals  <b>Money</b> penny, nickel, dime, quarter, dollar	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match labeled pictures with general words related with estimation.</li> <li>- identify language related to money.</li> <li>- order illustrated pictures involving money.</li> <li>- analyze math sentences from grade level materials to identify estimation strategies.</li> </ul>	Math 2.1 2.9  ELPS 1 —  ELPS 3
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- label whole numbers from graphs or visuals.</li> <li>- produce phrases from graphs or visuals and word banks.</li> <li>- create stories using whole numbers.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- identify symbols related to number operations.</li> <li>- match answer to a simple operation problem.</li> <li>- construct a math problem using verbal directions from a teacher.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- recite math related to basic operations from pictures of everyday objects and oral statements.</li> <li>- restate basic operations from oral; statements referring to picture of everyday objects.</li> <li>- compare/contrast basic operation needed in problem solving from pictures and oral descriptions.</li> <li>- explain processes involving basic operations from pictures and grade level oral descriptions.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 1-3</b>
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Page 2 (Math)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH Geometry</b>	<b>Geometry</b> shapes - 2 dimensions solids – 3 dimensions lines symmetry	<b>Reading</b>	The student will: - match two or three dimension objects with written name with a partner. - identify language associated with shapes and solids. - identify lines of symmetry.	Math 2.2 2.9  ELPS 1 —
		<b>Writing</b>	- draw and label two and three dimensional objects using a picture dictionary. - Write a list of characteristics of two and three dimensional objects working with a partner. - list steps of the procedure for constructing two and three dimensional objects with a small group.	ELPS 3
		<b>Listening</b>	- identify two-three-dimensional shapes depicted in illustrations. - match attributes of two or three dimensional shapes described orally to objects. - alter two or three dimensional shapes to make others based on oral discourse.	
		<b>Speaking</b>	- recite names of shapes and solids. - name shapes and solids. - name shapes and solids and describe their attributes.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 1-3</b>
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Page 3 (Math)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH Measurement</b>	<b>Measurement</b> ruler inch yard feet miles weight volume  <b>Time</b> digital analog clocks and watches seconds, minutes, and hours	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match names of measurement tools to realia.</li> <li>- locate from a chart, the correct tool to measure a figure working with a partner.</li> <li>- select and use the correct measurement tool to solve a word problem in a grade level text within a small group.</li> <li>- sequence steps to measure and object using sentence strips working with a partner.</li> <li>- select and use the correct tool to solve a word problem in a grade level text with a small group.</li> </ul>	Math 2.3 2.9  ELPS 1 —  ELPS 3
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- copy numbers onto a clock from a visual.</li> <li>- write the word that best describes the length of an object using a word bank.</li> <li>- write a question asking a partner what time it is.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- point to pictures of figures based on teacher's oral descriptions of measurable attributes</li> <li>- move the hands on a clock to show a time that was orally given by a partner.</li> <li>- find the length of an object using a ruler.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- repeat words that best describe the length of an object.</li> <li>- name the parts of a clock.</li> <li>- complete a sentence telling time to the hour using a practice clock.</li> <li>- describe the attributes of an object to a partner including the length.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 1-3
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE Animals, Organisms and Environment</b>	<b>Environment</b> terrarium aquarium  <b>Plants/Land</b> light water soil erosion rocks minerals	<b>Reading</b>	The student will:  - .identify living organisms and environments from photos. - classify organisms by using pictures or icons and text with graphic organizers. - read and complete a graph or a chart that describes characteristics of organisms.	Science 3.1 – 3.7 4.1 – 4.9 — ELPS1 ELPS 4
		<b>Writing</b>	- copy names of living and non living organisms. - label pictures of different types of environments. - using pictures, write sentences describing different environments using a word bank.	
		<b>Listening</b>	- draw a picture of an environment based on oral description. - place animals in the environment they live in after hearing oral description of environment. - write name of living or non living item after hearing oral description.	
		<b>Speaking</b>	- name animals that are in drawing. - name an environment that matches a description given by the teacher. - respond to questions about charts or graphs related to living organisms.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 1-3</b>
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Page 2 (Science)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE Chemical and Physical changes</b>	<b>Changes</b> chemical change physical change solid, liquid and gas heat energy mixtures substances evaporation filtration acid, base, and neutral chemical reactions variables investigations	<b>Reading</b>	The student will: - label pictures of types of mixtures with a partner. - use context clues to define key vocabulary associated with chemical and physical changes. - interpret information about changes from a graph or a chart.	Science 3.1 – 3.7 4.1 – 4.9 — ELPS1 ELPS 4
		<b>Writing/Listening</b>	- identify changes using drawings, words, or phrases. - match objects according to chemical or physical properties. - analyze objects based on chemical or physical properties from oral discourse.	
		<b>Speaking</b>	- name changes shown in a picture (using terms solid, liquid or gas). - describe heat as energy and its effects using key word given in a word bank. - discuss physical or chemical changes with a partner using a work bank for assistance.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>		<b>Content Area Language</b>		<b>Grade: 1-3</b>
Page3 (Science)		2008		
<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE Life Cycles</b>	<b>Plant Life Cycle</b> parts of a seed parts of a bee pollination  <b>Butterfly Life Cycle</b> metamorphosis butterfly caterpillar chrysalis pupa	<b>Reading</b>	The student will:  - identify parts of a seed and/or bee. - complete charts or graphs using pictures, icons, or text related to the life cycle. - respond to questions after reading text about the life cycle.	Science 3.1 – 3.7 4.1 – 4.9 — ELPS1 ELPS 4
		<b>Writing</b>	- note difference or change by labeling drawing or copying words from word bank. - identify stages according to stages of a process or cycle using drawings, words, or phrases. - describe change in process or cycle using phrases or short sentences.	
		<b>Listening</b>	- name part of life cycle based on oral description and use of visual. - observe changes of the life cycle in real life situations and answer questions that re verbally asked by teacher.	
		<b>Speaking</b>	- use words related to the life cycle when describing a picture. - ask a partner question about the life cycle of a butterfly. - describe the life cycle with assistance from a peer.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 1-3</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL STUDIES Civics and Government</b>	<b>Government</b> rules and laws American symbols citizenship voting/elections  <b>Business</b> goods/products/services sharing wants/needs money (saving/spending) taxes banking careers/occupations local business/community role of the government community workers  <b>Celebrations and Customs</b> holidays traditions birthdays	<b>Reading</b>	The student will: - make a labeled picture with illustrated celebrations or customs. - sort labeled pictures according to celebration or custom. - compare/contrast information about different celebrations or customs.	Social Studies 5.1-5.3 6.1-6.5 7.1-7.4 8.2-8.4 —
		<b>Writing</b>	- match pictures of community leaders with words copied from a word bank. - make a list of things people want and need. - make sales flyers with pictures and find accurate prices of items. - write short phrases or sentences describing current events. - write rules or laws with a partner that can be followed at school.	ELPS 1 — ELPS 5
		<b>Listening</b>	- sequence picture cards after listening to a story about a celebration in another culture. - locate the community worker in a picture after listening to a description of their job. - identify and vote for the best classroom president after listening to their speeches.	
		<b>Speaking</b>	- name community worker from pictures or illustrated scenes. - state roles of community workers from pictures or illustrated scenes. - explain the importance of a community workers job.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 1-3
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Page 2 (Social Studies)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL STUDIES Geography</b>	<b>Maps and Globes</b> land and water physical features environment climate/weather cardinal directions landforms map keys continents oceans transportation community	<b>Reading</b>	The student will: - identify areas on a map (key, compass, landforms). - name pictures of key illustrations.	Social Studies 5.1-5.3 6.1-6.5 7.1-7.4 8.2-8.4
		<b>Writing</b>	- label parts on a map using a word bank. - draw a map of local town using information learned in class with a partner. - copy symbols on the map to identify where a landform is located.	— ELPS 1 — ELPS 5
		<b>Listening</b>	- point to parts of a map (key, compass, landforms). - outline map with finger of directions read from one point on the map to another.	
		<b>Speaking</b>	- describe the land on the map using map key illustrations. - discuss the weather of a place on the map. - plan a trip using a map.	

**ENGLISH  
AS A  
SECOND LANGUAGE**

**GRADE 4-5  
2008**

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>LANGUAGE ARTS</b>	<b>Genres</b> biographies autobiographies fables fairy tales fantasy folklore informational texts legends mysteries myths narratives prose science fiction tall tales  <b>Topics</b> affixes and root words comprehension strategies conventions editing  ↓	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match icons and symbols to words and phrases from illustrated texts.</li> <li>- select language patterns associated with a variety of illustrated literary works (such as (“Once Upon a Time”).</li> <li>- identify figures of speech from various forms of literature using a graphic organizer.</li> <li>- identify elements from a variety of illustrated works within a small group.</li> <li>- interpret grade level literature with a small group.</li> </ul>	Language Arts 1.1 - 1.8 — ELPS1 — ELPS 2
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- produce and organize symbols, words, and phrases to convey messages using a picture dictionary.</li> <li>- list the steps to complete a given task using a graphic organizer.</li> <li>- write a series of sentences with a main topic and supporting details using a guided model.</li> <li>- write an essay based on a personal experience working with a partner.</li> <li>- revise writing for logic and order of ideas with feedback from teachers and peers.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- match pictures with characters from an illustrated story to oral descriptions.</li> <li>- sequence key events after listening to an illustrated story.</li> <li>- Interact with teachers and/or peers during shared reading to show comprehension using visual clues.</li> <li>- draw conclusions from orally read grade level fiction during literature circles.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<p><b>LANGUAGE ARTS</b> (Continued)</p>	<p align="center">↓</p>	<p align="center"><b>Speaking</b></p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>- answer WH questions based on visually supported information based on stories.</li> <li>- retell story elements using facts and illustrations.</li> <li>- discuss issues and concepts in a variety of literary works within a small group.</li> <li>- express and defend points of view of literary characters from visually supported grade level text.</li> </ul>	<p>Language Arts 1.2 - 1.8 — ELPS1 — ELPS 2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH CONCEPTS</b>	<p><b>Number Operations</b> fractions, decimals, whole numbers, mixed numbers, rounding, estimation, dividing, multiplication, even, odd, positive, negative problem solving</p> <p><b>Symbols meaning</b> plus, minus, times, equals, divided by</p> <p><b>Algebraic Concepts</b> functions, equations, inequalities</p> <p><b>Data Analysis</b> probability, median, mode, frequency, graphs, charts, tables</p>	<b>Reading</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>- match figures or formulas to key vocabulary using illustrated examples.</li> <li>- read story problem and identify which operation to perform using key word chart.</li> <li>- paraphrase information from a story problem using synonyms for key vocabulary.</li> </ul>	<p>Math 2.1-2.9 — ELPS 1 —</p>
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- write a mathematical sentence based on visual representations.</li> <li>- write and solve mathematical sentences based on word problems working with a partner.</li> <li>- create and solve a mathematical problem in a math journal using a guided model.</li> </ul>	ELPS 3
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- identify math symbols based on oral statements.</li> <li>- match patterns based on oral descriptions and visual or graphic support.</li> <li>- select mathematical model based on patterns, relations, or functions described in oral discourse.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- answer wh questions about mathematical operations using manipulatives.</li> <li>- restate mathematical operations with the use of visual supports.</li> <li>- tell a story that involves a specific mathematical operation working with a partner.</li> <li>- discuss steps to solve problems within a small group.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH Geometry</b>	<b>Geometry</b> polygons, space figures, congruent and similar figures, ordered pairs, lines, angles, points, rays, line segments, symmetry, quadrilaterals	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match names and definitions of two and three dimensional figures with pictures or models.</li> <li>- identify two or three dimensional figures based on written descriptions using a graphic organizer.</li> <li>- draw conclusions about graphically represented geometric concepts using grade level texts.</li> </ul>	Math 2.1-2.9 — ELPS 1 —
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- draw or copy names of three dimensional shapes.</li> <li>- draw a line of symmetry on an object using visuals for assistance.</li> <li>- describe attributes from three dimensional shapes from labeled models.</li> </ul>	ELPS 3
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- select the appropriate point on a graph that is given orally by the teacher.</li> <li>- make a list of polygons described orally by the teacher.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- name the polygons and describe with visual assistance.</li> <li>- describe attributes from three dimensional shapes from labeled models.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>MATH Measurement</b>	<b>Measurement</b> metric, customary units, weight, capacity, volume, mass, perimeter, area, convert, length, temperature  <b>Time</b> digital analog clocks and watches seconds minutes hours	<b>Reading</b>	The student will:  - match an analog clock to a digital clock with a partner. - identify a unit of measurement that should be used based on illustration.	Math 2.1-2.9  —
		<b>Writing</b>	- create a ruler and copy units of measurement on it with a partner. - write the missing numbers on the clock. - label the parts of the clock with a partner.	ELPS 1  ELPS 3
		<b>Listening</b>	- select the appropriate tool to complete a visually supported measurement task as directed by the teacher. - follow multi-step oral directions to select the unit of measure needed to determine the degree of accuracy. - select and apply appropriate tools and formula to measure weight, mass, capacity, area, and perimeter based on oral descriptions working with a partner.	
		<b>Speaking</b>	- repeat the time written on the clock. - name the parts of the clock.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE</b>	<b>Ecosystem</b> biotic and abiotic cause/effect of pollution  <b>Water Cycle</b> precipitation, evaporation transportation, condensation, water shed, water consumption, water sources, weather  <b>The Ear</b> parts of the ear function of the ear characteristics of sound  <b>Circuits</b> series, parallel, flow of energy	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match labels and symbols of recyclable material using realia.</li> <li>- sequence descriptive sentences and pictures to illustrate the recycling process.</li> <li>- interpret text to find solutions to environmental problems with a small group.</li> <li>- identify ways to conserve water and energy from visually supported captions or short statements.</li> <li>- research the effects of pollution on the community using grade level reading materials.</li> </ul>	Science 3.1-3,7 4.1-4.9 — ELPS 1 — ELPS 4
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- draw and label pictures of scientific phenomena based on observation.</li> <li>- describe and record observations of scientific phenomena on a tri-fold science board.</li> <li>- create journals based on scientific observations from classroom experiments.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- identify agricultural tools and machinery using pictures and following oral directions.</li> <li>- categorize agricultural technology choices using real life examples.</li> <li>- compare orally described agricultural technology choices.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- name items found in nature.</li> <li>- describe how systems in nature are organized.</li> <li>- explain features of natural phenomena using a graphic organizer.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 4-5
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL STUDIES</b>	<b>Government</b> protection/common good symbols, holidays rights and citizenship social problem solving three branches state/federal leaders  <b>History</b> famous Pennsylvanians society multiculturalism cultures famous Americans documents contributions world history settlement  <b>Economics</b>	<b>Reading</b>	The student will: - match immigrant groups to various countries of origin using illustrated maps and globes. - identify major immigration or migration routes using maps. - identify reasons and explanations for immigration or migration based on grade level multicultural stories.	Social Studies  5.1-5.3 6.1-6.5 7.1.7.4 8.2-8.4
		<b>Writing</b>	- label pictures of figures and events in PA history. - write statements about world history using a graphic organizer. - compare and contrast events in history with multiple sentences using a guided model.	—  ELPS 1  —  ELPS 5
		<b>Listening</b>	- point to figures from PA history based on oral description with visual support. - sort pictures of events and locations based on oral classification working with a partner. - identify the difference between fact and opinion from historical speeches using a guided model.	
		<b>Speaking</b>	- name the three branches of government in response to WH questions with visual support. - identify and describe major federal government documents using a graphic organizer. - discuss the roles of different politicians (senator, governor, president, etc.).	

**ENGLISH  
AS A  
SECOND LANGUAGE**

**GRADE 6-8  
2008**

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Social and Instructional Language</b>	<b>Grade:</b> 6-8
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2008

<b>Content</b>	<b>Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCHOOL BEHAVIOR</b>	assignments research instructions resources supplies	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- use signs and symbols to identify words communicating “Exit, Nurse, Restroom, Office, Gymnasium, Locker-room, Stairs” etc.</li> <li>- classify topics identified through everyday print supported by visuals.</li> <li>- sort relevant information from irrelevant information on topics gathered from everyday print that is visually supported.</li> </ul>	
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- write “to do” lists through pictures and words using a picture dictionary.</li> <li>- revise paragraphs about personally relevant tasks with a peer.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- identify positive and negative behaviors from oral statements supported by illustrations (such as: in the school, in the gym class, on the bus).</li> <li>- role-play to identify positive resolutions to peer pressure based on oral descriptions working with a partner.</li> <li>- make connections to self from oral scenarios involving peer pressure.</li> </ul>	
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- ask for assistance from school faculty and staff. (e.g., esl teacher, classroom teachers, guidance counselors).</li> <li>- ask wh questions or exchange information supported visually.</li> <li>- use idiomatic expressions or slang in conversation with peers.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Social and Instructional Language</b>	<b>Grade: 6-8</b>
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2008

<b>Content</b>	<b>Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCHOOL Social Interaction</b>	school life social interaction use of register use of information use of multiple resources	<b>Reading</b>	The student will: - interpret information on topics gathered from everyday print that is visually supported. - draw conclusions on topics gathered from everyday print that is visually supported.	
		<b>Writing</b>	- write “to do” lists through pictures and words using a picture dictionary. - write simple paragraphs about personally relevant tasks working with a partner. - write responses that include language with multiple meanings (such as: idioms) about personally relevant tasks using notes and/or graphic organizers.	
		<b>Listening</b>	- role-play examples of etiquette and manners associated with activities based on illustrated oral descriptions (such as: sports rules or turn taking). - role-play positive ways of interacting socially and culturally based on oral descriptions working with a partner. - offer greetings, compliments, introductions, or farewells in authentic context using one or two words.	
		<b>Speaking</b>	- use idiomatic expressions or slang in conversation with peers. - use humor or sarcasm in conversation with peers.	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 6-8
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2008

<b>Content</b>	<b>Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>LANGUAGE ARTS Reading</b>	adventure ballads editorials historical documents human interest multimedia mythology poetry/free verse scientific fiction technical texts	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- identify words or phrases supported by illustrations associated with various genres.</li> <li>- classifies visually supported vocabulary in context associated with various genres read within a small group</li> <li>- identify genres based on language structures integrated into text (such as: “the moral of the story”) within a small group.</li> <li>- infer types of genres associated with written descriptions or summaries from grade-level text working within a triad.</li> </ul>	R8.A.1 R8.A.2
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- write words and phrases using bilingual or picture dictionaries.</li> <li>- write phrases or short sentences using a graphic organizer.</li> <li>- create simple paragraphs using a graphic organizer.</li> <li>- create paragraphs or longer compositions using thesauri, dictionaries, or checklists.</li> </ul>	1.4.8.A-C 1.5.8
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- match characters to their character traits (such as: helpful, kind, etc.) after viewing a short skit or drama.</li> <li>- react to basic humor in a skit or drama.</li> <li>- draw conclusions from grade level drama.</li> </ul>	1.6.8 A-B
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- answer WH questions based on comic book versions of age appropriate stories, plays, or novels.</li> <li>- restate facts from visually supported information in newspapers, magazines, or brochures.</li> <li>- predicts future outcomes of a drama, song, or magazine article to a small group.</li> <li>- present summaries of student-selected trade books or short stories within a small group.</li> </ul>	1.6.8.C-E

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 6-8
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2008

<b>Content</b>	<b>Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>LANGUAGE</b> <b>ARTS</b> <b>English</b>	<b>Topics:</b> alliteration author’s Purpose biographies dialogue grammar grammar tense literary devices metaphors and similes multimedia multiple meaning personification synonyms, antonyms and homophones test taking and comprehension strategies the writing process use of resource3s	<b>Reading</b>	The student will: - identify words or phrases supported by illustrations associated with various genres. - classify visually supported vocabulary in context associated with various genres read within a small group. - identify genres based on language structures integrated into text (such as: “the moral of the story”) within a small group. - match visually supported details that highlight the main ideas found in excerpts from various genres. - infers types of genres associated with written descriptions or summaries from grade-level text working within a triad.	R8.A.1 R8.A.2
		<b>Writing</b>	- write words and phrases using bilingual or picture dictionaries. - write phrases or short sentences using a graphic organizer. - create simple paragraphs using a graphic organizer. - create paragraphs or longer compositions using thesauri, dictionaries, or checklists. - self-assess and revise process writing using rubrics working with a partner.	1.4.8.A-C 1.5.8
		<b>Listening</b>	- organize characters and settings according to scenes from a short skit or drama. - re-enact a scene from a skit or drama attended within a small group.	1.6.8 A-B
		<b>Speaking</b>	- give book summaries or reviews, including critiques, appropriate to grade-level within a small group.	1.6.8.C-E



**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 6-8</b>
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2008

<b>Content</b>	<b>Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE</b> <b>Physical Science</b>	atoms and molecules chemical building blocks elements and compounds forms of energy light motion and force scientific inventions or discoveries sound scientific tools or instruments scientific method	<b>Reading</b>	The student will: - organize natural processes on a timeline from headlines with illustrations. - select key information regarding natural processes from information gleaned from illustrated text. - identify characteristics and conditions related to natural processes from graphic organizers. - create a graphic organizer comparing natural processes using multiple written sources working with a partner. - interpret impact of natural processes on people, places, and the environment as presented in grade-level text.	S8.A.11 S8.A.1.3 S8.A.3.1-.3 S8.B.3.2
		<b>Writing</b>	- label the symbols representing the steps of the scientific method in small groups using a word bank. - develop a written list of the steps in the scientific method working with a partner. - create a brief outline for an exhibit following the scientific method in pairs or triads. - create science exhibits with expanded written descriptions of each step of the scientific method. - write a detailed report of a scientific investigation working with a partner.	S8.A.1.1-2 S8.A.2.1 S8.A.3.2-3
		<b>Listening</b>	- match spoken words or phrases about scientific facts with illustrations (such as: light, sound, water, stars, and/or planets). - construct scientific models with visual supports from oral directions (such as: “show how light travels”). - classify examples of properties (such as: properties of light, water, sound, stars and/or planets) described orally and with visual support.	S8.A.1.1
<b>SCIENCE</b> <b>Earth Science</b>	bacteria to plants climate zones cycles natural disasters processes temperature changes populations, resources and environment water			

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 6-8</b>
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2008

<b>Content</b>	<b>Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE Earth Science (continued)</b>	body systems and organs reproduction	<b>Listening</b> (continued)	The student will:  <ul style="list-style-type: none"> <li>- demonstrate how properties (such as: properties of light, water, sound, stars, and/or planets) apply to everyday life using oral descriptions and visual support.</li> <li>- verify explanations of the scientific properties of light, water, sound, stars, or planets through oral scenarios and teacher-directed activities.</li> </ul>	S8.B.3.2 S8.A.3.3 S8.A.3.1 S8.A.2.1 S8.A.1.3
	<b>SCIENCE Astronomy</b>	comets and meteorites solar system universe stars planets	<b>Speaking</b>	

**ENGLISH  
AS A  
SECOND LANGUAGE**

**GRADE 9-12  
2008**

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Social and Instructional Language</b>	<b>Grade: 9-12</b>
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2008


<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL and INSTRUCTIONAL</b>	classroom routines personal and business communication personal preferences points of view recommendations suggestions	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- preview visually supported text to glean basic facts.</li> <li>- connect information from visually supported text to self.</li> <li>- skim/scan material to confirm information or hypotheses working with a partner.</li> <li>- summarize information from a variety of visually supported print resources.</li> <li>- evaluate hypotheses based on information from visually supported text.</li> </ul>	
	school life social and cultural traditions and values study skills strategies information gathering workplace readiness	<b>Writing</b>	<ul style="list-style-type: none"> <li>- list common personal interests working with a partner.</li> <li>- create a graphic organizer about common personal interests working with a partner.</li> <li>- develop interview questions for a personal interest questionnaire within a small group.</li> <li>- write a summary of information from personal interest questionnaires within a small group</li> <li>- make written conclusions and inferences about data collected from questionnaires working with a partner.</li> </ul>	
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- follow instructions or requests from peers supported by gestures (such as: “Meet me at my locker after 8<sup>th</sup> period”).</li> <li>- process and respond to discourse from unfamiliar speakers with visual support (such as: at assemblies or on field trips).</li> <li>- process and respond to discourse from indirect sources (such as: cassettes or cds) working with a partner.</li> <li>- follow, process, and respond to announcements over the intercom with peer support.</li> <li>- analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) within a small group.</li> </ul>	
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**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Social and Instructional Language</b>	<b>Grade:</b> 9-12
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL and INSTRUCTIONAL</b>		<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- state preferences for types of music, games, TV programs, or recreational activities using pictures.</li> <li>- describe preferred movies, magazines, stories, or authors to a partner.</li> <li>- compare and contrast plays, films, books, songs, computer programs, or magazine articles using realia.</li> <li>- recommend games, songs, books, films, or computer programs with a peer.</li> <li>- critique and evaluate plays, films, books, songs, computer programs, or magazine articles within a small group.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 9-12</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>ENGLISH 9-12</b>	<b>Genres</b> allusion autobiographical and biographical narratives comedies critical commentary epics literary genres monologues/soliloquy multicultural world literature research and investigation tragedies  <b>Topics</b> analogies author’s perspective point of view bias literal and figurative language	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- identify key text features using visually supported charts.</li> <li>- glean information from visually supported texts using graphic organizers.</li> <li>- compare/contrast information among multiple sources (such as: text, source documents, or internet) using graphic organizers.</li> <li>- synthesize relevant information from varied genres or sources, including the internet, working with a partner.</li> <li>- evaluate the validity of essential ideas in grade-level texts within a cooperative group.</li> </ul>	R.11.A.2 R.11.B.1
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- list key words pertaining to relevant topics using bilingual or picture dictionaries.</li> <li>- list key phrases on relevant topics using a visually supported graphic organizer.</li> <li>- take notes and generate sentence outlines on relevant topics working with a partner.</li> <li>- create summary paragraphs from notes using checklists or model paragraphs.</li> <li>- write essays based on notes from lectures.</li> </ul>	1.4.11.B 1.5.11.B
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- match oral statements from speakers who use visual or graphic support to objects, figures, or illustrations.</li> <li>- match information from speakers or media to objects or illustrations working with a partner.</li> <li>- form general ideas based on information from speakers or media within a small group.</li> <li>- analyze and apply information from speakers or media working with a partner.</li> <li>- draw conclusions based on information acquired from visually supported lectures on a topic found in grade-level text.</li> </ul>	1.6.11.A

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 9-12</b>
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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>ENGLISH 9-12 (continued)</b>	<b>Topics (continued)</b> parody satire symbolism word derivations (etymology)	<b>Speaking</b>	The student will: <ul style="list-style-type: none"> <li>- answer wh questions with one or more word based on visually supported graded readers.</li> <li>- ask and answer wh questions about a book or play using guided prompts.</li> <li>- retell a literary selection using visual supports to a partner.</li> <li>- give persuasive speeches supported visually.</li> <li>- engage in formal debates, verifying resources to distinguish fact from opinion using visual supports.</li> </ul>	1.6.11.E

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>		<b>Content Area Language</b>		<b>Grade: 9-12</b>
				2008
<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<p align="center"><b>MATH 9-12</b></p> <p align="center"><b>Math Courses Offered</b></p> <p>Algebra 1-A Algebra 1-B Algebra II Algebra II Honors Algebra II CT Geometry Honors Geometry Geometry CT Statistics Consumer Math Trigonometry Pre-Calculus Calculus</p>	<p>angles congruence data, displays and interpretation derived attributes formulas and equations mathematical relations and functions powers problem solving quadrilaterals roots scale and proportions speed and acceleration theoretic probability three-dimensional figures trigonometric functions (sine, cosine, tangent)</p> <p align="center">↓</p>	<b>Reading</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>- match data with the correct graph (such as: a data table to a circle graph) working with a partner.</li> <li>- locate key data on a graph working with a partner.</li> <li>- draw conclusions using comparative language based on data in a graph working with a partner.</li> <li>- analyze conclusions drawn from data on a graph within a small group.</li> <li>- predict the impact of changes in data displayed on a graph within a small group.</li> </ul>	M.11.E.1
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- copy the process used to solve an algebraic equation, inequality, or expression.</li> <li>- write and solve a simple algebraic equation, inequality, or expression using a guided model.</li> <li>- write the steps used to solve an algebraic equation, inequality or expression using a word bank.</li> <li>- write a justification to the solution of an algebraic equation, inequality, or expression using a word bank.</li> <li>- write a word problem that fits an algebraic equation, inequality, or expression working with a partner.</li> </ul>	M.11.D.2
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- identify properties of geometric figures (such as: parallels, diagonals, and congruent sides) based on oral statements supported visually within a small group.</li> <li>- sort orally described geometric figures using manipulatives supported by a pictorial vocabulary chart.</li> <li>- generate 2-D and 3-D figures based on multi-step oral directions working with a partner.</li> <li>- identify geometric figures based on orally presented deductive proofs working with a partner.</li> <li>- generate transformations of geometric shapes based on oral directions using computer software paper and pencil working with a partner</li> </ul>	M.11.C.1

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT:</b> ESL Elementary Curriculum	<b>Content Area Language</b>	<b>Grade:</b> 9-12
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2008

Topic/Theme	Content Focus/Vocabulary	Language Area	Student Outcomes	Standards and Anchors
<p align="center"><b>MATH 9-12 (continued)</b></p>	<p align="center">↓</p>	<p align="center"><b>Speaking</b></p> <p align="center">↓</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>- identify the order of operations using visual support.</li> <li>- Sequence steps in the order of operations in problem solving relying on mental math or think-aloud within a small group.</li> <li>- Discuss the solution to a problem involving the order of operations within a small group.</li> <li>- Explain the solution to a problem involving the order of operations using visual supports.</li> <li>- Analyze the solution to a problem that fits an algebraic equation, inequality, or expression working with a partner.</li> </ul>	<p align="center">M.11.A.3</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

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2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE 9-12</b>  Science Classes Offered General Physical Honors Physical Physical Science II Biology I Honors Biology Honors Chemistry Chemistry II Chemistry in the Community Physics I Physics II Earth and Space	atoms and molecules nuclear structures nuclear change chemical and physical change classification science and societal issues scientific research and investigation scientific tools and equipment taxonomic systems vertebrates and invertebrates simple organisms compounds conservation of energy and matter food chains ecology and adaptation life cycles genetics and heredity forces of motion constellations meteorology	<b>Reading</b>	The student will: <ul style="list-style-type: none"> <li>- match pictures of scientific equipment with their uses (such as: “telescope-see stars”).</li> <li>- select pictures of scientific equipment based on written descriptions of scientists who use them (such as: “biologists use this tool to see cells”).</li> <li>- identify scientific equipment needed for scientific investigations based on illustrated written scenarios.</li> <li>- specify scientific equipment associated with illustrated written descriptions of scientific investigations.</li> <li>- evaluate the appropriate use of scientific equipment based on readings from scientific investigations.</li> </ul>	S.11.A.2.2
		<b>Writing</b>	<ul style="list-style-type: none"> <li>- use drawings, words, and phrases to answer WH questions on lab reports based on science experiments within a small group.</li> <li>- use phrases or sentences, with diagrams, to answer questions on lab reports based on experiments working with a partner.</li> <li>- complete lab reports following step-by-step procedures based on experiments.</li> <li>- produce lab reports from outlines or learning logs based on science experiments.</li> <li>- produce detailed lab reports based on grade level science experiments.</li> </ul>	S.11.A.2.1
		<b>Listening</b>	<ul style="list-style-type: none"> <li>- collect and prepare materials needed for scientific experiments based on single-step oral directions.</li> <li>- replicate scientific experiments from oral directions within a small group.</li> <li>- complete an experiment based on oral descriptions of scientific issues working with a partner.</li> </ul>	S.11.A.2.1

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 9-12</b>
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Page 2 (Science continued)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SCIENCE 9-12 (continued)</b>		<b>Listening (continued)</b>	The student will: <ul style="list-style-type: none"> <li>- make inferences and draw conclusions based on experimental data presented orally.</li> <li>- conduct scientific investigations using multimedia resources (such as: tapes, lectures, and video).</li> </ul>	S.11.A.1.2
		<b>Speaking</b>	<ul style="list-style-type: none"> <li>- identify scientific issues from pictures and video (such as: nuclear energy).</li> <li>- give examples of scientific issues that affect everyday life (such as: pollution) based on illustrations.</li> <li>- describe ways to resolve scientific issues (such as: “we can reduce pollution by”) working with a partner.</li> <li>- discuss societal implications of scientific issues using graphic organizers.</li> <li>- participate in a debate on scientific issues (such as: nuclear energy) using notes.</li> </ul>	

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

<b>SUBJECT: ESL Elementary Curriculum</b>		<b>Content Area Language</b>		<b>Grade: 9-12</b>
				2008
<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL STUDIES 9-12</b>  <b>Social Studies Classes Offered</b>  <b>Adv. Placement Economics</b>  <b>College Level Economics</b>  <b>Civics</b>  <b>Honors Civics</b>  <b>Current Affairs</b>  <b>Street Law</b>  <b>Introduction to Psychology</b>	banking and money global economy interdependence among states and nations international organizations multinational organizations production consumption distribution of resources supply demand federal rights civil rights individual rights responsibilities supreme court cases behaviors of individuals conflict resolution culture diversity cohesion of cultures world histories civilizations  ↓	<b>Reading</b>	The student will: - identify key vocabulary related to local, state, and national government supported visually. - locate and classify the roles and responsibilities of local, state, and national governments using graphic organizers. - summarize the roles and responsibilities of local, state, and national government within a small group. - compare and contrast the roles of local, state, and national governments using a Venn diagram.	5.3.12A
		<b>Writing</b>	- label the physical characteristics of places on a map or a chart within a small group. - writes short phrases describing the physical characteristics of places using a graphic organizer. - produce an outline of the physical characteristics of places from information presented via a graphic organizer. - create a multi-paragraph essay from an outline describing the physical characteristics of places and regions working with a partner. - write a research paper analyzing the physical characteristics of places and regions using graphic organizers.	7.2.12A
		<b>Listening</b>	- identify distribution of natural resources around the world from visually supported oral statements. - indicate availability of natural resources from visually supported oral statements. - analyze distribution of products from natural resources among global markets from visually supported descriptions. - interpret implications of distribution of products from natural resources among global markets from visually supported oral descriptions.	6.3.12C

**WEST ALLEGHENY SCHOOL DISTRICT**

**STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT**

<b>SUBJECT: ESL Elementary Curriculum</b>	<b>Content Area Language</b>	<b>Grade: 9-12</b>
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Page 2 (Social Studies continued)

2008

<b>Topic/Theme</b>	<b>Content Focus/Vocabulary</b>	<b>Language Area</b>	<b>Student Outcomes</b>	<b>Standards and Anchors</b>
<b>SOCIAL STUDIES 9-12 (Continued)</b>	↓	<b>Speaking</b>	The student will: <ul style="list-style-type: none"> <li>- respond to WH questions about current or past events in world history supported visually.</li> <li>- describe current or past events in world history supported visually.</li> <li>- discuss personal connections to current or past events in world history using realia.</li> <li>- analyze current or past events in world history working with a partner.</li> <li>- critique current or past issues or policies in world history working with a partner.</li> </ul>	8.4.12A