## TUSD CURRICULUM MAP

### HS ELD Level I – Listening & Speaking

**Quarter 4**

**Unifying Concept:** Moving Forward / Looking to the Future

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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<tbody>
<tr>
<td>ENDURING UNDERSTANDING: As we move forward in life, we begin to make educational, financial and career goals.</td>
<td>FOCUS LITERARY TEXT(S): Texts from Reading class should be used to generate Listening &amp; Speaking activities</td>
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<td>ESSENTIAL QUESTIONS: Why are your short-term and long-term goals? How do you make your dreams come true? What does it mean to be a lifelong learner?</td>
<td>INFORMATIONAL TEXT (S): Listening Advantage 1; World Link 1</td>
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### Interdisciplinary Connections:

- **Math:** Make a budget, Learn about pie charts, Solve problems
- **Technical Studies:** Learn about technical manuals
- **Science:** Learn about the scientific process, Learn about Inventions
- **Social Studies:** Read biographies of famous people exploring language and cultural diversity at school, in the U.S.

### Performance Assessment:

**Summative:**
- Visions quarterly assessment oral interview
- Listening Advantage & World Link unit tests and other teacher-designed quizzes and tests of skills
- Formal class presentations, including PowerPoints and poster presentations
- Semester 2 dictation -very short story with some past tense verbs
- Speaking: picture based speaking test (describe image), formal presentation to class on a personal story (memory)
- Listening: Semester 1 dictation present tense sentences, multiple choice response to questions about conversations, listening selections and multiple choice questions taken from Randall’s ESL Cyber-Listening Lab (www.esl-lab.com)
  - Family Activities (Easy Listening Quiz)
  - Lost in the Crowd (Easy Listening Quiz) Interview

**Formative:**
- Routing listening/speaking (dictations, read alouds, cloze listening, Super Strategies)
- participation in collaborative project-based learning; teacher & self assessments of listening & speaking development
- short presentations as an individual & member of a team
- audio/video recordings of presentations
- rubric-based teacher assessments and self-assessments of projects/presentations
- various classroom activities and assignments practicing skills and working toward mastery of objectives

### Targeted Standards, in addition to the constant standards

**Listening and Speaking** Talk about money and cost, Ask and answer questions, Present a role play, Talk about work and jobs,

- **E-7:** report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences.
- **E-8:** delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion
- **E-9:** delivering an extended response using simple sentences.

**Language – Vocabulary** comparison words, signal words, sensory details, technical words, Latin roots, multiple-meaning words

**V-L-2:** Acquire English language vocabulary and use it in relevant contexts.

- **E-14:** using semantic clues *(e.g., sentence and paragraph context,)* to derive meaning of words in context.
- **E-15:** determining the meaning of words through the use of multiple strategies.
- **E-16:** using reference materials, print and/or electronic, to identify meanings of words, with instructional support.

**LI-L-7:** determining the meaning of vocabulary, using base/root words and affixes *(e.g., Latin, Greek, Anglo-Saxon)*.

### Constant standards – taught throughout the year

**V-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.

- **E-3:** responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and details in complete sentences.
- **E-4:** using sentence frames to sequence events read-alouds, presentations and conversations.
- **E-6:** identifying the main ideas/concepts of presentations.
- **E-7:** responding in complete sentences to questions and statements in academic discussions by views on facts, ideas, and/or events.
- **E-8:** following multiple step directions/ instructions which include prepositional phrases.
- **E-9:** asking questions to clarify ideas and concepts.

**V-LS-2:** Express orally his or her own thinking and ideas.

- **E-2:** reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing with instructional support.
- **E-3:** expressing one’s needs and emotions in complete sentences.
- **E-4:** participating in social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal
information questions using complete sentences with instructional support.
E-5: asking and responding to academic questions in complete sentences.
E-6: sharing a personal experience/story using complete sentences.
E-10: providing two-step directions/instructions using simple sentences, key words, and phrases.
E-11: determine an appropriate response to given formal and informal situations.

Language (Vocabulary)
V-L-2: acquire English language vocabulary and use it in relevant contexts.
E-1: reading and classifying common words into conceptual categories.
E-2: recognizing sight words.
E-3: recognizing and identifying the meaning of high frequency words with instructional support.
E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations.
E-5: comprehending the meaning compound words.
E-6: recognizing contractions and the words that comprise contractions.
E-7: identifying the meaning of common affixes added to base/root words.
E-9: identifying common synonyms and antonyms.