Figure 5.3   Sample Matched Content and Language Objectives

	Content Objectives	Language Objectives
English Language Arts	Students will define and explain the concept of cultural diversity through a read-aloud of the book *People* by Peter Spier and a class comparison activity of similarities and differences.	Students will read for detail, take notes, and create a graphic organizer by discussing personal similarities and differences in groups of four. Each group will then share what they have found to create a class comparison chart depicting the diversity within the class.
Social Studies	Students will explore how the world is made up of major geographical and cultural differences, with a focus on the geography, climate, and culture of each student's native country or region through the creation of posters and culture boxes.	Students will write about their native country's geography, climate, and culture on a poster board. Students will also create a culture box, which contains five items paired with a tiered activity. Depending on proficiency level, the student should (a) only label the items, (b) write one descriptive sentence for each item, or (c) write a descriptive paragraph for each item. Students will present their board and box to small groups. Students will complete outcome sentences as a culminating activity.
Mathematics	Students will estimate, measure, and record specific body parts in nonstandard units of measure, such as the length of their foot using paper clips.	Students will discuss and create written notations for their estimates of nonstandard units of measurement on a worksheet and whiteboard to later compare and contrast the lengths of their own body parts and other common objects.
Science	After observing and participating in a hands-on sensory activity, the students will identify and differentiate the five senses.	Students will discuss in groups the experience of the workstations while completing a worksheet consisting of observations and recordings. Students will also complete a KWL chart that records what the students *know*, what they *want* to know, and what they *learned*.
ELA/Technology	Students will master the proper format of letter writing and apply it to the task of writing friendly letters to e-pals who are pen pals via the Internet. Students will also use the computers to type, spell check, and prepare their letters in proper form.	Students will label the parts of a letter with the correct terminology. Students will write their first letter to their e-pal and then maintain open communication via the Internet throughout the school year.

Collaboratively developed by Lucia Posillico and Andrea Honigsfeld.