Atlantic City Public Schools

ATLANTIC CITY SCHOOLS

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English as a Second Language
9th - 12th Grade
Curriculum Guide

ENGLISH AS A SECOND LANGUAGE
CURRICULUM TASK FORCE

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Introduction to the Guide

The English as a Second Language curriculum is designed to prepare English language learners (ELLs) to meet the English language proficiency standards, the New Jersey Student Learning Standards, and the WIDA ELD standards. The ESL curriculum incorporates the development of language, literacy and critical thinking skills for use across all subject areas. Rigor and relevance is introduced in the form of discourse, technological applications, and sociocultural contexts for language use involving interaction between the student and the language environment.

Although listening and speaking skills are stressed for students at the lowest levels of English language acquisition, reading and writing should be included from the beginning. These skills should be taught together with reading assignments related to, or coming out of writing tasks whenever possible. ESL writing instruction begins early on to support the development of increased vocabulary and improved thinking skills. The writing is used as concrete evidence of individual achievement, and serves to enrich comprehension of both written and spoken language at all levels.

Sheltered and ESL staff utilize the Sheltered Instruction/SIOP model which addresses the academic needs of English learners. The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

The operational goals of the grades 9-12 English as a Second Language curriculum are to foster higher levels of cognition and deep subject matter understanding, assist in the transference of learning via differentiated strategies, recognize the unique experiences and backgrounds of each student, assist in the process of acculturation, and present relevant performance based projects that lead to an authentic engagement in English language usage.

Creating a Culture of Thinking

While the academic goals and objectives outlined in the ESL curriculum are critical pieces of a student's education, creating a "culture of thinking" in the classroom is as crucial. Ron Ritchhart, in his book *Creating Cultures of Thinking*, stresses the need to instill such critical applied skills as "professionalism, work ethic, collaboration, communication, ethics, social responsibility, critical thinking, and problem solving." He highlights the observations of Tony Wagner who, through interviews with business leaders, has constructed a list of seven survival skills, vital to success in the world of employment. These skills include critical thinking and problem solving, collaboration, agility and adaptability, initiative and entrepreneurialism, communication skills, the ability to analyze information, curiosity and imagination.

Ron Ritchart outlines eight forces that he believes are crucial to transforming our schools: Expectations, Language, Time, Modeling, Opportunities, Routines, Interactions, and Environment. Mr. Ritchart makes a key distinction in his analysis of teacher expectations. We, as teachers, should not have expectations *of* students, but rather *for* students. It is important to focus our expectations on learning rather than the mere completion of work, student independence rather than dependence, and teaching that empowers rather than controls students.

The importance of language is illustrated by noted psychologist Lev Vygotsky who wrote, "*The child begins to perceive the world not only through its eyes but also through its speech. An later it is not just seeing but acting that becomes informed by words*." Ron Ritchart, in his explanation of "thinking moves" explains that when teachers "begin to notice and name students' thinking and positive learning moves, their students begin to exhibit more of those behaviors."

Time is one of the most precious commodities in education. Teachers often feel constrained by the dreaded "Scope and Sequence" section of the curriculum document, lamenting the need for additional time. On the topic of student thinking, time becomes a key component. If teachers are truly motivated to develop a culture of thinking in their classroom, they need to provide sufficient time and structure to gather their thoughts.

Modeling should go beyond the familiar "I will demonstrate and then you repeat." The type of modeling that creates culture is much more subtle and ambient. It is necessary for teachers to show their passion for a topic, interest in ideas and to model what it means to be engaged as a reflective and deliberate learner.

Focus on creating opportunities for deep learning rather than mere work.   "Powerful learning opportunities invite all students to the learning, having a low threshold for entry and a high ceiling so that learners can take themselves as far as they wish. Such opportunities provide students with the chance to apply their skills and knowledge in novel contexts even as they acquire new understanding."

Routines are a critical element to effective and efficient classroom management. However, the creation and implementation of behavioral and managerial routines renders the creation of a culture of thinking incomplete. It is essential to "establish learning and thinking routines in our classrooms that offer students known structures within which to operate and tools that they can take control of and use for their own learning."

"Perhaps nothing speaks louder about the culture of a classroom than the interactions that take place within it." Mr. Ritchhart emphasizes the importance of listening and questioning as the basis for positive

classroom interactions. These skills shape meaningful collaboration, which can then build a culture of thinking. It is important to note that before such interaction between and among students can occur, the teacher must explicitly teach these skills through example.

"Walk into any classroom or learning space, even in the absence of students or teachers, and you can tell something about the learning that happens in that space." If we as teachers value the importance of communication, discussing, and debating then our classroom environment should readily promotes this ideology. "Thinking about the messages an environment communicates and the needs it facilitates can help us construct environments that better support students' learning"

The following pages provide an overview of our ESL program - its aims and objectives, format and procedures, grading policies and lists of instructional materials. However important this information may be, the key to a "thorough and efficient" education does not lie within these pages. It lies within the ability of each teacher to develop, deliver, and assess lessons, activities, and opportunities for our students to actively engage in a collaborative effort to create a vibrant, purposeful and enduring culture of thinking.

"Children grow into the intellectual life of those around them." - Lev Vygotsky

"A chief goal of instruction, right alongside the development of content understanding, is the advancement of thinking." - Ron Ritchhart

Mission and Vision of the Atlantic City School District

Mission Statement

In order to meet the needs of all students, the District is committed to increasing student learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with the Atlantic City School District to support their student's intellectual, emotional, physical and social growth.

Vision Statement

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels.

WIDA Standards

The Role of Standards in Instruction

WIDA understands that your instructional context is unique. For example, you might be teaching academic subjects with multilingual learners integrated into your classroom, or you might be collaborating as a content or language expert for your shared multilingual students. Regardless, the WIDA Language Development Standards can help you integrate language development and content learning appropriate to the grade level and proficiencies of your students.

The WIDA Standards

WIDA has established language development standards for English and Spanish. These standards represent the language students need to be successful in early childhood programs and Grades K-12.

The first standard, **Social and Instructional Language,** reflects the ways in which students interact socially to build community and establish working relationships with peers and teachers in ways that support learning.

The remaining four standards present ways multilingual learners can communicate information, ideas and concepts necessary for academic success in **Language Arts, Math, Science** and **Social Studies**. (Note that these are different for the early English and early Spanish standards.)

Standard 1 – Social and Instructional Language
English language learners communicate for social and instructional purposes within the school setting.

Standard 2 – Language of Language Arts
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3 – Language of Mathematics
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4 – Language of Science
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 5 – Language of Social Studies
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Retrieved from *wida.wisc.edu*

Graduation Requirements

The 20 credits within the content area of Language Arts Literacy are satisfied through student enrollment in each of the five ESL courses. ESL Newcomer/Literacy is a 15 credit course. ESL 1 and 2 are 10 credit courses while ESL 3 and 4 are 5 credit courses.

Modifications and Accommodations

The following outlines ways in which teachers can make modifications and accommodations for students who are working on, below, and above grade level.

504 Plans	Special Education	At-Risk	Gifted	English Language Learners
All teachers of students with special needs must review each student's 504 Plan. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping	*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.* ● Collaborate with after-school programs or clubs to extend learning opportunities. ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the	The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students as well. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). ● Use project-based learning ● Structure the learning around explaining or solving a social or	● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments **Accommodations for Gifted Students in the General Education Classroom**	● Provide ELL students with multiple literacy strategies. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Allow extended time for assignment completion. ● Students can utilize technology such as text to speech software or Google drive to complete assignments

with a project, journal articles, and biographies). ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Allow extended time for assignment completion. ● Preferential seating	community helping with a project, journal articles, and biographies). ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Allow extended time for assignment completion.	community-based issue. ● Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Allow extended time for assignment completion.		● Allow time for peer consultation/editing ● Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● **Supporting ELL During Content Instruction** ● **Modifications for ELLs** ● **Accommodations for ELLs**

<u>Assessments</u>

ACCESS for ELLs 2.0, a secure large-scale English language proficiency assessment, is administered annually to every ESL student in the program. Results are evaluated to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

In addition to the ACCESS for ELLs 2.0 assessment, the ESL department incorporates diagnostic and benchmark testing, analyzing pre-and post-test scores as a means of identifying student strengths and weaknesses. Evaluation also includes teacher-designed assessments which gauge students' comprehension of subject area content and academic language. Examples of these measurements include open-ended questions, written compositions, oral presentations, projects, experiments, portfolios, observation, essays, interviews, performance tasks, exhibitions and demonstrations, journals, teacher-created tests, rubrics, self- and peer-evaluations. A rubric designed to assess speaking proficiency and writing ability is used across all ESL levels within each of the units of study. These rubrics, based on the three features of academic language from the WIDA Standards, are used for both self-assessment on the part of the student and standardized assessment throughout the ESL department. Benchmarks are administered on a quarterly basis and are graded utilizing the Writing/Speaking rubric.

PRE/POST ASSESSMENT:
https://docs.google.com/forms/d/1dUZW7sktKNcTOQGJw1CwB2Hyh6ov581Pi3bkNd9pAKc/edit

ESL Department Benchmarks

Please note: Benchmark 1/Pre-Assessment (*administered the week of 9/11*) and Benchmark 4/Post-Assessment (*administered the week of 6/10)* can be accessed at the following link:

Online Assessment for Students:
https://docs.google.com/forms/d/1dUZW7sktKNcTOQGJw1CwB2Hyh6ov581Pi3bkNd9pAKc/edit

Listening Script:
https://docs.google.com/document/d/1hfYD9o4fQkI9L2j-OPQK9F7P_I8k3YtH-740YbVgcVI/edit

CLASS	BNCHMRK	UNIT	TOPIC
Newcomer	2	4 *11 weeks*	"My Dream" - Writing "My Family" - Speaking
Newcomer	3	8 *12 weeks*	"Weather Comparison" - Writing "Weather Report" - Speaking
ESL One	2	2 *11 weeks*	"My School" - Writing "My Neighborhood" - Speaking
ESL One	3	4 *12 weeks*	"Food from my Country" - Writing "Comparing Clothing" - Speaking
ESL Two	2	4 *11 weeks*	"Family Traits" - Writing "My Family" - Speaking
ESL Two	3	9 *12 weeks*	"Small Cabin Analysis" - Writing "Critical Decision" - Speaking
ESL Three	2	2 *11 weeks*	"Literary Criticism" - Writing "Rosa Parks" - Speaking
ESL Three	3	4 *12 weeks*	"Nonfiction Analysis" - Writing "My Heart Leaps Up" - Speaking
ESL Four	2	4 *11 weeks*	"Nonfiction Analysis" - Writing "Advice for a Young Immigrant" - Speaking
ESL Four	3	8 *12 weeks*	"How Can Nature Inspire?" - Writing "My Household Role" - Speaking

	Writing/Speaking Rubric Date: _____ Name: _____		
	Assignment: _____ Class: _____		

LVL	*VOCABULARY*	YES	NO
1	I use common social words and expressions. (*He, she, it, I, they, you, this, is, are*)		
1	I use common classroom words and expressions. *(desk, sit, stand, read, write, listen, repeat)*		
1	I use common content words. *(predict, summarize, compare, define, explain, think)*		
2	I use less common social words and expressions. **Example:**		
2	I use less common classroom words and expressions. **Example:**		
2	I use less common content words and expressions. **Example:**		
3	I use some specific content words and expressions. **Example:**		
3	I use words that try to satisfy the writing purpose. **Example:**		
4	I use some specific and technical content words and expressions. **Example:**		
4	I use words and expressions with multiple meanings. **Example:**		
4	I use words with common collocations. *(Have a good time, do your homework, make money)*		
4	I use idioms. *(Beat around the bush, ball is in your court, best of both worlds, cut corners)*		
5	I use specific and technical content words and expressions. **Example:**		
5	I use words and expressions with precise meaning. **Example:**		
5	I use words that satisfy the writing purpose. **Example:**		
	SENTENCE	YES	NO
1	I use simple social or classroom words or phrases. **Example:**		
1	I use 1 or 2 conventions. *(punctuation, capitalization, verb tense, pronoun use, subject/verb)*		
2	I use basic sentence structure and grammar.		
2	I use 3 or 4 conventions.		
3	I use simple and compound sentence structures		
3	I use grammar common to the content areas.		
4	I often use appropriate conventions.		
4	I use simple and compound sentences. I usually use a variety of sentence beginnings.		
5	I use simple, compound, complex sentences. I often use a variety of sentence beginnings.		
5	I almost always use appropriate conventions.		
	PARAGRAPH	YES	NO
1	I don't copy the example.		
1	I use some words in English.		
2	I have a basic organization of my ideas.		
2	I use most words in English.		
3	I have a good organization of my ideas.		
3	I begin to develop perspective, register, and genre.		
4	My sentences or paragraphs are connected.		
4	I have mostly developed perspective, register, and genre.		
5	I have organized, cohesive, and coherent ideas.		
5	I display appropriate perspective, register, and genre.		

WIDA SPEAKING & WRITING RUBRIC

(Highlight the appropriate block from each of the three columns)

	Discourse Level Linguistic Complexity	Sentence Level Language Forms & Conventions	Word/Phrase Level Vocabulary Usage
Level 5 Bridging	Multiple, complex sentences Organized, cohesive and coherent expression of ideas	A variety of grammatical structures matched to purpose A broad range of sentence patterns	Technical, abstract content area language Words/expressions with shades of meaning across content areas
4.5			
Level 4 Expanding	Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion	Repetitive grammatical structures Sentence patterns characteristic of particular content areas	Specific and some technical content area language Words/expressions with multiple meanings *(collocations/idioms)*
3.5			
Level 3 Developing	Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas	Repetitive grammatical structures with occasional variation Sentence patterns across content areas	Specific content language, including expressions Words and expressions with common collocations and idioms
2.5			
Level 2 Emerging	Phrases or short sentences Emerging expression of ideas	Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas	General content words and expressions, including cognates Social and instructional words and expressions
1.5			
Level 1 Entering	Words, phrases, or chunks of language Single words used to represent ideas	Phrase level grammatical structures Phrasal patterns associated with common social and instructional situations	General content-related words Everyday social and instructional words and expressions
.0			

Instructional Materials

The 9-12 ESL curriculum utilizes a variety of texts and technological applications to assist in the acquisition of subject matter content and English language proficiency.

ESL Newcomer students utilize the texts **Literacy Plus** _(Pearson),_ **Longman ESL Literacy** _(Pearson),_ and **Taking Off** _(McGraw Hill_) as level one learners entering linguistic complexity.

ESL One and ESL Two students study content and academic language forms and conventions through various publications**.**

ESL One: **Keys to Learning** (_Pearson_) and **Side by Side** (_Pearson_)

ESL Two: **Shining Star** (_Pearson_) and **World Literature** _(Globe Fearon)_

ESL Three and ESL Four course content parallels mainstream English courses in their reading of adapted and authentic grade level selections through the use of **English Language Learner Adapted Interactive Readers** (_Holt McDougal)_ Additionally, these students utilize such mainstream texts as _"Lord of the Flies"_ and _"Of Mice and Men"_

All English language learners (ELLs) are introduced to readings that expand and bridge the language through internet (websites) or software programs (Rosetta Stone, iLitEL), reflective thinking practice, poetic, political, and creative inquiry, global awareness, and readings that concern moral and social responsibility.

Interdisciplinary Connections

Students enrolled in each of the five courses within the ESL program are regularly exposed to texts from multiple disciplines. For example, students enrolled in ESL Newcomer and ESL One compare and contrast the causes and effects of a variety of health issues (Science) and write about the places in their neighborhood (Social Studies). ESL Two students read, discuss and write about the impact of genetic engineering on society (Science) and compute the probability of inheriting certain traits (Math). Students enrolled in ESL Three and Four explore "*Why Leaves Change Color in the Fall*" (Science) and read a biography of Rosa Parks. (Social Studies)

Integration of 21st Century Life and Career Skills

Standard 9 of the New Jersey Student Learning Standards emphasizes the need for students "t*o be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world*." These skills, as iterated in the following ten practices, are infused throughout the ESL 9-12 curriculum. Such career ready practices as goal setting, clear and effective communication skills, critical thinking and problem solving, working in teams, effective use of technology, and ethical decision-making and social responsibility are emphasized throughout each of the units.

Students are encouraged to set goals for their learning. One example of this is the overview of individual student ACCESS scores conducted by all ESL instructors at the beginning of the year. Students are provided with a breakdown of their previous year's reading, writing, listening, and speaking scores, identify strengths and areas in need of improvement, and formulate a goal to increase their English proficiency.

Throughout each unit, in all levels of English classes, students are provided multiple opportunities to practice effective communication skills within the four domains of reading, writing, listening, and speaking. Both summative and formative assessments provide useful feedback and allow our students to recognize and evaluate their progress towards individual achievement goals.

As previously noted, the ESL curriculum emphasizes the importance of "creating a culture of thinking" among our students. Listening, speaking and questioning skills provide the basis for positive, analytical classroom discourse. This curriculum provides teachers with a framework to develop lessons and activities which challenge our students to critically and respectfully examine their world view as well as the opinions of others.

Students' technological skills and abilities are refined through regular access and interaction with technology. Google Classroom is utilized throughout the program. Students become proficient in the use of Google Docs through the creation of a variety of assignments as well as Google Forms, as assessments transition to this online platform, and Google Slides, through the creation and presentation of a variety of student reports. Our lower proficiency students have access to "iLitEL" an online platform designed to accelerate English Language proficiency.

Integration of Technology

Integration of 21st Century Life Skills and Technology	
Technology Content Standards	**21st Century Life and Careers**
8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **A. Technology Operations and Concepts:** **8.1.2.A.1** Identify the basic features of a digital device and explain its purpose. **8.1.2.A.2** Create a document using a word processing application. **8.1.2.A.3** Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each. **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums) **8.1.2.A.5** Enter information into a spreadsheet and sort the information. **8.1.2.A.6** Identify the structure and components of a database. **8.1.2.A.7** Enter information into a database or spreadsheet and filter the information. **B. Creativity and Innovation** **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources. **C. Communication and Collaboration:** **8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. **D. Digital Citizenship** **8.1.2.D.1** Develop an understanding of ownership of print and non-print information. **E: Research and Information Fluency:** **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue. **F. Critical thinking, problem solving, and decision making:** **8.1.2.F.1** Use geographic mapping tools to plan and solve problems.	**CRP1.** Act as a responsible and contributing citizen and employee. **CRP2.** Apply appropriate academic and technical skills. **CRP3.** Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason. **CRP5.** Consider the environment, social and economic impacts of decisions. **CRP6.** Demonstrate creativity and innovation. **CRP7.** Employ valid and reliable research strategies. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9.** Model integrity, ethical leadership and effective management. **CRP10.** Plan education and career paths aligned to personal goals. **CRP11.** Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence. **Strand B. Money Management** **9.1.4.B.1** Differentiate between financial wants and needs. **9.1.4.B.2** Identify age-appropriate financial goals **9.1.4.B.3** Explain what a budget is and why it is important. **9.1.4.B.4** Identify common household expense categories and sources of income. **9.1.4.B.5** Identify ways to earn and save. **Strand C. Credit and Debt Management** **9.1.4.C.1** Explain why people borrow money and the relationship between credit and debt. **Strand D. Planning, Saving, and Investing** **9.1.4.D.1** Determine various ways to save. **9.1.4.D.2** Explain what it means to "invest." **9.1.4.D.3 Distinguish between saving and investing.** **Strand E. Becoming a Critical Consumer** **9.1.4.E.1** Determine factors that influence consumer decisions related to money.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

Strand F. Civic Financial Responsibility

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.1 Identify reasons why people work, different types of work, and how you can help a person achieve personal and professional goals.

9.2.4.A.2. Identify various life roles and civic and work-related activities in the school, home and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

Career Ready Practices

"Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study."

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

ESL Program Course Offerings

Language Courses		Content Courses	
Code	**Title**	**Code**	**Title**
6000	Newcomer ESL	2100S	Sheltered World History
6004	ESL 1	3200N	Newcomer Science
6024	ESL 2	3200S	Shelt Intro to Secondary Science
6034	ESL 3	3100S	Shelt Environmental Science
6044	ESL 4	3100L	Bilingual Environmental Science
6014	ESL Reading 1	3201L	Bilingual Biology
6015	ESL Reading 2	3201S	Sheltered Biology
6014S	ESL Reading 3	4000N	Newcomer Math
6001	ESL Enhancement	4000S	Shelt Intro to Secondary Math
1800L	ESL HSPAT Skills	4100S	Sheltered Algebra One
1405L	Bilingual Literacy 1	4200S	Sheltered Geometry
1406L	Bilingual Literacy 2	2100L	Bilingual World History
		2300L	Bilingual U.S. History One
		2400L	Bilingual U.S. History Two
		4100L	Bilingual Algebra One
		4300L	Bilingual Algebra Two
		4200L	Bilingual Geometry
		5800L	Bilingual Keys to Finance

Language Course	Description
Newcomer ESL	This course is offered to English language learners with limited or no formal schooling in their native language and no experience with English. *ESL Newcomer* is a two period class.
Newcomer Literacy	This course is required for all students enrolled in Newcomer ESL. In addition to developing strong phonemic awareness, it emphasizes the critical literacy skills necessary to succeed in the content area classroom.
ESL 1	This course is offered to English language learners with no or very limited experience in English. *ESL 1* is a double period class. Students are introduced to the necessary skills to achieve academic and social success.
ESL 2	This course places a greater emphasis on those reading and writing skills required for success in content area classes. Students enrolled in *ESL 2* are typically considered to be low intermediate. This is a double period class.
ESL 3	This course continues to emphasize the requisite skills of the content area classroom. Students enrolled in *ESL 3* are typically considered to be high intermediate students. This is a single period class.
ESL 4	This course prepares students for exiting the ESL program. Authentic research projects and "mainstream" texts are introduced. *ESL 4* is typically reserved for sophomore, juniors and seniors. This is a single period class.
ESL Reading 1	This course is offered to *ESL 1* students whose reading proficiency level is below that of their *ESL 1* peers.
ESL Reading 2	This course is offered to *ESL 2* students whose reading proficiency level is below that of their *ESL 2* peers. This course is a continuation of *ESL Reading 1*.
ESL Reading 3	This course is offered to *ESL 3* students whose reading proficiency level is below that of their *ESL 3* peers. This course is a continuation of *ESL Reading 2*.
ESL Enhancement	This course is offered to ESL seniors and exited ESL students in need of support in content area classes. Emphasis is placed on developing advanced literacy skills.
ESL HSPA Skills	This course is designed to prepare ESL juniors for the state mandated PARCC. Students set individual learning objectives to acquire PARCC proficiencies. Seniors who have not previously registered for *ESL HSPA Skills* are also eligible to enroll.
Bilingual Literacy 1 & 2	These courses are offered to Spanish-speaking students with limited formal schooling in their native language. *Bilingual Literacy 1 and 2* provide students with language arts literacy in their native language.

Content Course		Description
SOCIAL STUDIES	**World History** *(Sheltered, Bilingual and Newcomer)* **U.S. 1** *(Sheltered & Bilingual)* **U.S. 2** *(Sheltered & Bilingual)*	Students are required to complete three courses in the subject area of history. *Newcomer History* is reserved for students enrolled in Newcomer ESL. This course satisfies the World History requirement. Typically, incoming freshman enroll in *World History*. This course is then followed by *United States History 1* and *United States History 2*. Generally, Spanish-speaking students registered for ESL One enroll in bilingual history classes.
SCIENCE	**Newcomer Science** *(S)* **Sheltered Intro to Secondary Science** *(S)* **Environmental Science** *(S & B)* **Biology** *(S & B)*	Students are required to complete three courses in the subject area of science. *Newcomer Science* is reserved for students enrolled in Newcomer ESL. *Sheltered Intro to Secondary Science* provides students with a basic understanding of key scientific principles. *Environmental Science* prepares students for success in *Biology* and more advanced science classes. Generally, students registered for ESL 1 enroll in *Sheltered Intro to Secondary Science*. ESL 2 and 3 students register for *Sheltered Environmental Science* and ESL 3 and 4 students register for *Sheltered Biology.*
MATH	**Newcomer Math** *(S)* **Sheltered Intro to Secondary Math** *(S)* **Algebra One** *(S & B)* **Algebra Two** *(B)* **Geometry** *(S & B)*	Students are required to complete three courses in the subject area of math. *Newcomer Math* is reserved for students enrolled in Newcomer ESL. *Sheltered Intro to Secondary Math* provides students with a basic understanding of key terms and concepts necessary to succeed in *Algebra One*. *Geometry* is offered to both bilingual and sheltered students while *Algebra Two* is offered only to those enrolled in the bilingual program.
● **Sheltered and bilingual content classes follow the board approved curricula. Instructors utilize the techniques of Sheltered Instruction and are provided assistance from a certified Sheltered Instruction coach.**		

ESL NEWCOMER/Newcomer Literacy

Overview

ESL Newcomer and its correlative class, *Newcomer Literacy,* provide the requisite language, social, behavioral, and critical thinking skills newly arrived students need to succeed in school and society. Literacy development ranges from phonological awareness and the formation of letters to the tasks of writing and reading both stories and informational texts. Although the initial focus is on the development of key listening and speaking skills, basic reading and writing is included from the beginning.

Critical "survival" vocabulary is emphasized along with the introduction of key academic language. *ESL Newcomer* prepares students for the demands of a more rigorous focus on the development of advanced literacy skills required in ESL One and beyond. Instruction in grammar and mechanics is a part of all formal written work augmented with teacher developed lessons.

The "*La comunidad"* component of *ESL Newcomer* will include interactive activities designed to build trust, develop resilience and persistence, and create a sense of belonging and responsibility.

Course Aims and Objectives

Aims

- Develop critical thinking and interpersonal skills to successfully function as lifelong learners and productive citizens.
- Acquire basic literacy in English.
- Employ effective strategies and utilize a range of technologies to locate information.
- Initiate and participate effectively in a variety of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.

Objectives

- Read and write alphabet letters and numbers
- Differentiate vowel and consonant sounds
- Write and read personal information
- Read a map
- Compare and contrast physical characteristics
- Complete an information form
- Read and write about their neighborhood
- Create an announcement
- Compare and contrast cardinal and ordinal numbers
- Compose an email
- Describe articles of clothing
- Identify American coins and bills
- Write a shopping list
- Compare and contrast food items
- Compare and contrast physical ailments
- Write a health plan
- Read and complete a job application

Critical Questions

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

Format and Procedures

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

Grading Policy

Grading Policy	
CATEGORY	%
Participation	40%
Tests	20%
Quizzes	15%
Projects	15%
Homework	10%

Instructional Materials

INSTRUCTIONAL MATERIALS	PUBLISHER
Literacy Plus	Pearson
Longman ESL Literacy	Pearson
Taking Off	McGraw Hill
Word by Word Basic	Pearson
ACCESS Newcomers	Great Source
Very Easy True Stories	Pearson
Shining Star/Keystone	Pearson

ESL NEWCOMER		Suggested Timeline: 2-3 weeks			UNIT ONE	
SLS WIDA	**Instructional Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Introductions Say and write the alphabet Spell names Identify classroom objects/people Follow classroom directions Read/write classroom directions Say and write numbers 0-10 Read about homework Use contractions Complete an emergency form	OEQ Discussion Oral reading Homework Tests Quizzes Projects **Writing** Alphabet Proper names Emergency form	Meeting new people Alphabet Greetings Countries Classroom language Classroom objects Homework Learning log	address, alphabet, backpack, board, book, chair, check, circle, classroom, close, complete, computer, desk, door, email, fill in, first, go to, homework, I am, It is, last, name, meet, match, nice, notebook, write, numbers, open, paper, pen phone number, point to, put away, read, spell student, take out, teacher, (#s 1-10)	Google Docs Google Slides	Class discussions Partner activities Cooperative learning Oral reading Writing assignments Autobiography Grammar lessons
Essential Question		What critical vocabulary is necessary to introduce oneself, follow classroom directions and identify key classroom objects?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT TWO
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 **RI: 9-10 1, 2, 4** **SLS: 9-10 1-6** **LS: 9-10 1-4** **WS: 9-10 3-6, 10** **WIDA 1, 2 LSRW**	Introduce country of origin and language Describe an individual's physical appearance Say/ write address Say/write numbers 11-19 Complete ID form Use the "to be" verb Read a map	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing:** ID form Physical description Biography	Native language Country of origin Marital status Physical traits Address U.S. map ID form	address, am, are, average height, countries, colors, divorced, eyes, from, glasses, gray, green, hair, has, have, ID form, is, language, married, Mexico, middle initial, red, short, single, speak, tall, white, widowed, zip code, #s 11-19	Google Docs Google Slides	Class discussions Partner activities Cooperative learning Oral reading Biography Grammar lessons "The Surprise" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to solicit and provide key personal info?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT THREE
SLS **WIDA**	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10 1, 2, 4
 	
RI: 9-10 1, 2, 4
 	
SLS: 9-10 1-6
 	
LS: 9-10 1-4
 	
WS: 9-10 3-6, 10
 	
WIDA 1, 2 LSRW
	Ask/answer questions about family members
	  Write personal descriptions
	  Write personal titles
	  Recognize numbers 20-100
	  Complete a family form
	  Use possessive adjectives
	  Analyze a family story
	  Write about families
		OEQ
		Discussion
		Oral reading
		Homework
		Test
		Quizzes
		Projects
		
		Writing:
		Family tree
		Family form
			Relatives
			Name
			Titles
			Family tree
			Ages
			Family form
			Children
				aunt, brother, children, cousin, daughter, do/don't, family, father, granddaughter, grandfather, grandmother, have, her, his, husband, middle-aged, Miss, mother, Mr., Mrs., Ms., my, old, relative, sister, son, their, uncle, wife, your, (numbers 20-100)	Google Docs
					
					Google Slides
						Class discussions
						Partner activities
						Cooperative learning
						Oral reading
						Biography
						Grammar lessons
						  "Hiccup! Hiccup!"
						(Very Easy True Stories)

Essential Question		What critical vocabulary is necessary to talk about families?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT FOUR
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 **1, 2, 4** **RI: 9-10** **1, 2, 4** **SLS: 9-10** **1-6** **LS: 9-10** **1-4** **WS: 9-10** **3-6, 10** **WIDA 1, 2** **LSRW**	Identify rooms in a house, furniture and appliances Talk about household needs Talk about activities and places Distinguish numbers Talk about garage sales Compare and contrast singular and plural nouns Read about a home Write about a dream home Create a garage sale flyer Write a note about a housing problem	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing:** Dream house Garage sale Household problems	Rooms in a house Items in a house Types of houses Household needs Your dream house Garage sales	air conditioner, apartment, backyard, balcony, bathroom, beach, bed, bedroom, bike, building, city, closet, cook, dining room, dream house, dresser, eat, fan, fireplace, floor, furniture, garage, garage sale, house, kitchen, lamp, living room, microwave, need, pan, window, refrigerator, rented room, rug, sale, shower, sink, sleep, small, sofa, stove, study, suburbs, table, toaster, tub	Google Docs -Family Tree -My Dream House -Garage Sale flyer Google Slides	Class discussions Partner activities Cooperative learning Oral reading Persuasive essay Grammar lessons "Wrong Number" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to compare and contrast residences?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT FIVE
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Talk about everyday activities Days of the week, months, times and dates Make an appointment Talk about frequency of activities Fill out a medical history form Simple present tense Birthdays Read an email	OEQ Discussion Oral Reading Homework Test Quizzes Projects **Writing:** Picture prompt E-mail	Daily activities Days of the week Months of the year Dates Time Appointments Medical form Birthdays	appointment, birthday, breakfast, brush, call, checkup, cleaning, clock, comb, date of birth, dinner, eat, every day, give, haircut, home, listen, lunch, movie, newspaper, o'clock, often, once a month, once a week, party, people, phone, play, shop, start, study, teeth, time, tune-up, TV, watch, week, work, days, #s 1-31	Google Docs - Picture prompt - E-mail	Class discussions Partner activities Cooperative learning Oral reading E-mail Grammar lessons "Fufu Returns" (Very Easy True Stories)
Essential Questions		What critical vocabulary is necessary to discuss daily activities?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT SIX
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 **RI: 9-10** 1, 2, 4 **SLS: 9-10** 1-6 **LS: 9-10 1-4** **WS: 9-10 3-6, 10** **WIDA** 1, 2 LSRW	Ask for merchandise Ask for help in a store Identify colors Talk about clothing sizes, colors and problems Recognize American money Write checks Use nouns and adjectives Read a catalog and shopping list	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing:** Check Shopping list Favorite clothes	Clothes Colors Clothing sizes Problems with clothing Money Paying by check	bathing suit, belt, big, black, blouse, blue, brown, cap, catalog, cent, clothes, coat, color, dime, dollar, dress, favorite, green, help, jacket, large, long, medium, money, nickel, orange, pants, penny, pink, price, purple, quarter, red, scarf, shirt, shoes, shopping list, short, size, skirt, small, socks, suit, sweater, watch, wear, white, yellow	Google Docs -Shopping list -Favorite clothes	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Fashion show script Grammar lessons "The Present" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to compare and contrast clothing and American currency?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT SEVEN
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Categorize and ask for food items in a supermarket Order food in a restaurant Compare/contrast meals Compare/contrast containers Talk about a potluck dinner Compare/contrast count and non-count nouns Read supermarket coupons Write a shopping list	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing:** Shopping list Menu Dialogue	Grocery shopping Food Food groups Containers for food Meals Supermarket coupons Potluck dinner	aisle, always, apple, bag, bakery, banana, beans, beef, bottle, box, bread, breakfast, butter, cake, can, carrot, carton, cereal, cheese, chicken, coffee, container, coupon, dairy, dessert, dinner, egg fish, hamburger, hungry, ice cream, jar, lettuce, lunch, meal, meat, milk, oil, orange, pasta, peanut butter, pizza, potato, potluck, produce, rice, sandwich, soda, sometimes, sugar, taco, tea, tuna, usually, vegetable	Google Docs -menu Role Play "The restaurant"	Class discussions Partner activities Cooperative learning Oral reading Write a menu Grammar lessons "Mario's Rabbits" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to compare and contrast food items in supermarkets, restaurants and at home?				

SLS WIDA	Objectives	Assess	Topics	Vocabulary	Tech	Activities
RL: 9-10 **1, 2, 4** **RI: 9-10** **1, 2, 4** **SLS: 9-10** **1-6** **LS: 9-10** **1-4** **WS: 9-10** **3-6, 10** **WIDA** **1, 2** **LSRW**	Talk about the weather, seasons & temperatures Talk about leisure activities in different seasons Read a weather map Use the present continuous tense Use contractions with the present continuous Read e-mails Personal letter Weather report	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing:** Seasons Personal letter Weather report	Weather Seasons Leisure activities Temperature U.S. Map Weather Map	Celsius, cloudy, cold, cook, cool, dance, degrees, drink, dry, fall, Fahrenheit, hot, listen, map, music, play, raining, read, season, snowing, soccer, spring, summer, sunny, swim, temperature, walk, warm, watch, weather, weather map, windy, winter	Google Docs -compare and contrast seasons in two countries Role Play -Weather report	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - weather report - friendly letter Grammar lessons "An Expensive Vacation" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to describe the weather and interpret a weather map?				

ESL NEWCOMER		Suggested Timeline: 2-3 weeks				UNIT NINE
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 **RI: 9-10** 1, 2, 4 **SLS: 9-10** 1-6 **LS: 9-10** 1-4 **WS: 9-10** 3-6, 10 **WIDA 1, 2** **LSRW**	Talk places in the community Ask for and give locations Make a deposit Use an ATM Use prepositions of place Read about cashing a check Complete an application for a supermarket card	OEQ Discussion Oral Reading Homework Test Quizzes Projects **Writing:** Directions Check Supermarket card application	Map Places in the community Banking	account number, across from, application, ATM, bank, between, bus stop, buy stamps, cash a check, checking account, corner, deposit, deposit slip, far from drugstore, excuse me, fire station, gas station, hospital, laundromat, library, deposit, movie theater, near, next to, neighborhood, on, park, PIN, police station, post office, restaurant, savings account, see a movie, supermarket, thanks, wash clothes, withdrawal	Google Docs Directions Check	Class discussions Partner activities Cooperative learning Oral reading Writing - Neighborhood directions Grammar lessons "No Brakes!" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to solicit and provide directions?				

ESL NEWCOMER	Suggested Timeline: 2-3 weeks					UNIT TEN
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 2, 4 **RI: 9-10** 1, 2, 4 **SLS: 9-10** 1-6 **LS: 9-10** 1-4 **WS: 9-10** 3-6, 10 **WIDA** 1, 2 LSRW	Identify health issues, symptoms, remedies and parts of the body Make a doctor's appointment Recognize healthy habits Understand instructions for taking medicine Fill out an insurance form Use action verbs Use negative forms Read about healthy people Write a health plan	OEQ Discussion Oral Reading Homework Test Quizzes Projects **Writing:** Phone conversation Insurance form Health plan	Health problems Body parts Medicine Healthy food Exercise Health Insurance	antibiotic, aspirin, backache, bandage, broken arm, capsule, chest, cold, copayment, cough, cough syrup, cut, drink, crops, earache, enough, exercise, fever, headache, health insurance, healthy, home remedy, hurt, infection, junk food, lift weights, medicine, once, orange juice, pill, raise, rest, run, sick, sleep, smoke, sore throat, stomach ache, stretch, swim, teaspoon, three times, toothache, touch, twice, water, parts of the body	Google Docs -Health Plan Role Play -Visit to the doctor	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Health Plan Grammar lessons "Internet Friend" (Very Easy True Stories)
Essential Question	What critical vocabulary is necessary to make a doctor's appointment/discuss health concerns?					

ESL NEWCOMER	Suggested Timeline: 2-3 weeks					UNIT ELEVEN
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10 1, 2, 4
 	
RI: 9-10 1, 2, 4
 	
SLS: 9-10 1-6
 	
LS: 9-10 1-4
 	
WS: 9-10 3-6, 10
 	
WIDA 1, 2 **LSRW**
	Talk about occupations, tools of the trade, and job environments
	  Ask/answer questions about job skills
	  Read want ads paycheck and safety signs
	  Use the simple past of "to be"
	  Use "can" and "can't"
	  Write a telephone conversation
		OEQ Discussion Oral reading Homework Test Quizzes Projects
		
		Writing: Job application Telephone conversation Job interview script
			Jobs Workplaces Driving Want ads Safety signs Paychecks Job applications Job items Work skills	application, cash register, cashier, caution, computer, computer programmer, construction worker, cook, deliver, delivery person, drive, emergency, employer, exit, fire extinguisher, fix, health aide, high voltage, indoors, job application, keep out, machines, office worker, order pad, outdoors, paycheck people, pots and pans, safety signs, sales clerk, sell, take-home pay, taxes, taxi cab, taxi driver, tools, use, waiter, want ad, was, were, work	Google Docs -Job application - Telephone conversation
					
					Role Play -Job Interview
						Class discussions
						
						Partner activities
						
						Cooperative learning
						
						Oral reading
						
						Writing assignments - Job application
						
						Grammar lessons
						
						"The Taxi Ride" (Very Easy True Stories)

Essential Question	What critical vocabulary is necessary to discuss occupations and job related skills?					

ESL NEWCOMER			Suggested Timeline: 2-3 weeks			UNIT TWELVE
SLS WIDA	**Objectives**	**Assess**	**Topics**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10 1, 2, 4
 	
RI: 9-10 1, 2, 4
 	
SLS: 9-10 1-6
 	
LS: 9-10 1-4
 	
WS: 9-10 3-6, 10
 	
WIDA 1, 2 LSRW
	Ask and answer questions about modes of transportation.
	  Ask for and give directions
	  Apply for a learner's permit
	  Read road signs and bus schedules
	  Use "wh" questions with "to be" and "do/does"
	  Read about car safety
	  Write about transportation
		OEQ Discussion Oral reading Homework Test Quizzes Projects
		
		Writing: Directions
			Transportation
			
			Directions
			
			Learner's permit
			
			Road signs
			
			Bus schedules
				across from, airport, appointment, arrive, behind, between, bike, bus, car seat, drive, every, half hour, hospital, hour, learner's permit, leave, left, minute, near, next to, no parking, one way, ride, right, road sign, safety, schedule, seat belt, speed limit, stop, straight ahead, subway, taxicab, test, train, walk, what, when, where, who	Google Docs Directions	Class discussions Partner activities Cooperative learning Oral reading Writing
						  - Directions to school
						Grammar lessons "The Parking Ticket"
						  (Very Easy True Stories)

Essential Question		What critical vocabulary is necessary to solicit and provide directions, analyze a bus schedule and operate a motor vehicle?				

Writing Portfolio

ESL Newcomer		*Writing Portfolio*
Unit	Assignment	Benchmark
1	AUTOBIOGRAPHY	*1*
2	BIOGRAPHY: "*MY CLASSMATE*"	
3	BIOGRAPHY: "*MY FAVORITE RELATIVE*"	
4	PERSUASIVE ESSAY: "*MY DREAM HOUSE*"	*2*
5	E-MAIL: "*A TYPICAL DAY*"	
6	SCRIPT: "*A FASHION SHOW*"	
7	INFORMATIVE ESSAY "*MY TYPICAL FOOD*"	*3*
8	WEATHER REPORT	
9	DESCRIPTIVE ESSAY: "*MY NEIGHBORHOOD*"	*4*
10	DESCRIPTIVE ESSAY: "*MY HEALTH PLAN*"	
11	JOB APPLICATION	
12	DIRECTIONS	

ESL ONE

Overview

ESL One provides students with the requisite language skills and strategies beginning ESL students need to study the content areas in an all-English curriculum. Students extend their basic literacy skills to access a more advanced level of fiction and informational texts. With an initial focus on reading and writing, a grammatical base is established so that students can engage in more extensive and sophisticated reading and writing activities.

Students progress from analyzing their individual experiences to those of their classmates, the school community and their neighborhood. Critical "survival" vocabulary is reviewed along with the continued introduction of key academic vocabulary. The final unit of ESL One prepares students for the content based reading selections that they will encounter in ESL Two. Instruction in grammar and mechanics is a part of all formal written work augmented with teacher chosen lessons.

Course Aims and Objectives

Aims

- Develop critical thinking skills which enable them to function as lifelong learners.
- Acquire elementary literacy in their second language and have the basic understandings needed to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.

Objectives

- Compose an autobiographical paragraph
- Compare/contrast plural nouns and possessive adjectives
- Compare/contrast demonstrative pronouns and singular/plural nouns
- Compose a paragraph about a favorite class, classroom objects and places in school.
- Complete a personal information form.
- Compare/contrast past, present, future and present continuous tense.
- Utilize such reading strategies as preview, predict and infer.
- Compose a friendly letter.
- Compare/contrast count and non-count nouns.
- Compare/contrast comparative and superlative adjectives.
- Compose an essay detailing future goals.
- Compare/contrast adverbs of frequency.
- Compose a letter of advice.
- Compose a literary critique of a main character.

Critical Questions

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

Format and Procedures

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

Grading Policy

Grading Policy	
CATEGORY	**%**
Participation	40%
Tests	20%
Quizzes	15%
Projects	15%
Homework	10%

Instructional Materials

INSTRUCTIONAL MATERIALS	PUBLISHER
Shining Star *(Keys to Learning)*	Pearson Longman
Side by Side	Longman
Penguin Readers	Longman

ESL ONE		Suggested Timeline: 4-6 weeks			UNIT ONE
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA- 1, 2	Listen to and read dialogues and stories about students at school. Use numbers 1 to 100. Ask and answer questions about people, places and things. Write about activities, a classmate, and a letter to a friend Use the strategies *Predict, Infer* and *Prior Knowledge.*	OEQ Discussion Oral Reading Homework Test Quizzes Projects **Writing** -Personal narrative	Classroom objects Classroom commands Days of the week The alphabet Numbers Time Months Dates Greetings Countries Nationalities Classes	Google Docs Google Slides	**Reading Selections** *Getting Started* *What's Your Name?* *What Classes Do You Have?* *This is a Calculator?* Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons
Essential Question		What critical vocabulary is necessary to introduce oneself, follow directions, identify key classroom objects, describe a person and write a letter to a friend?			

ESL ONE		Suggested Timeline: 3-5 weeks			UNIT TWO
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1-4, 7 **RI: 9-10 1-4, 7** **SLS: 9-10 1-6** **LS: 9-10 1-6** **WS: 9-10 1- 6, 10** **WIDA - 1, 2**	Listen to and read dialogues and stories about students at school. Ask and answer questions about names, countries, languages and class schedules. Identify the letters of the alphabet, vowels and consonants. Use numbers 1-20 Write an autobiography.	OEQ Discussion Oral Reading Homework Test Quizzes Projects **Writing** -Personal info form -Daily routine	Directions Locations at school Places in the neighborhood	Google Docs Google Slides	**Reading Selections** *Where's the Gym?* *What's Your Address?* *Why Were You Late Yesterday?* Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons
Essential Question		What critical vocabulary is necessary to describe school facilities and your neighborhood, discuss class schedules, and compose an autobiography?			

ESL ONE		Suggested Timeline: 3-5 weeks			UNIT THREE
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1-4, 7
 	
RI: 9-10
  1-4, 7
 	
SLS: 9-10
  1-6
 	
LS: 9-10
  1-6
 	
WS: 9-10 1-6, 10
 	
WIDA
  1, 2
	Listen to and read dialogues and stories about activities at home.
	
	Describe daily routines.
	
	Ask and answer questions about activities and preferences.
	
	Write about activities, a classmate and a letter to a friend
	
	Use the strategies *Predict, Infer* and *Prior Knowledge.*
		OEQ
		Discussion
		Oral Reading
		Homework
		Test
		Quizzes
		Projects
		
		Writing
		-Biography
		-Friendly letter
			Places in the home
			
			Items in the home
			
			Places in the community
			
			Feelings
			
			Daily routines
			
			Descriptive adjectives
				Google Docs
				
				Google Slides
					Reading Selections
					
					What Are You Doing?
					I Have To Work
					You Came To Our Party!
					
					Class discussions
					Partner activities
					Cooperative learning activities
					Oral reading
					Writing assignments
					Grammar lessons

Essential Question		What critical vocabulary is necessary to compare and contrast places and items in your home, describe how you are feeling, and discuss daily routines?			

ESL ONE		Suggested Timeline: 3-5 weeks			UNIT FOUR
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1-4, 7
 	
RI: 9-10
  1-4, 7
 	
SLS: 9-10
  1-6
 	
LS: 9-10
  1-6
 	
WS: 9-10 1-6,
10
 	
WIDA
  1, 2
	Listen to and read dialogues and stories about activities around town.
	
	Ask and answer questions about shopping.
	
	Compare two or more people or things.
	
	Write short descriptions of clothing, favorite food and song lyrics.
	
	Use the strategies *Predict, Selective Attention* and *Prior Knowledge.*
		OEQ
		Discussion
		Oral
		reading
		Homework
		Test
		Quizzes
		Projects
		
		Writing
		-Script
		-Favorite
		food
		-Song lyrics
			Clothing
			Money
			Fruits
			Vegetables
			Measurements
			Descriptive
			adjectives
				Google Docs
				
				Google Slides
					Reading Selections
					
					How Much Is It?
					She Needs Some Lettuce
					He's the Cutest Guy at School
					
					Class discussions
					Partner activities
					Cooperative learning activities
					Oral reading
					Writing assignments
					Grammar lessons

Essential Question		What critical vocabulary is necessary to compare and contrast activities, purchase items in a store, describe clothing and food, and write a song?			

ESL ONE		Suggested Timeline: 3-5 weeks			UNIT FIVE
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1-4, 7 **RI: 9-10** 1-4, 7 **SLS: 9-10** 1-6 **LS: 9-10** 1-6 **WS: 9-10 1-6, 10** **WIDA - 1, 2**	Listen to and read dialogues and stories about students and their friends and family. Ask and answer questions about future plans. Write about future plans and personal goals. Use the strategies *Infer, Personalize* and *Selective Attention*.	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing** -Dialogue -Personal narrative -Goals	Sports and hobbies Medical emergencies Commands Parts of the body Weather Parts of the body Languages	Google Docs Google Slides	**Reading Selections** *He's Going To Fall! Hey! The Lights Went Out! We'll Have a Study Group* Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons
Essential Question		What critical vocabulary is necessary to compare and contrast sports and hobbies, relate a medical emergency, and discuss future plans?			

ESL ONE		Suggested Timeline: 3-5 weeks			UNIT SIX
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 **1-4, 7** **RI: 9-10** **1-4, 7** **SLS: 9-10** **1-6** **LS: 9-10** **1-6** **WS: 9-10** **1-6, 10** **WIDA - 1, 2**	Listen to and read dialogues and stories about students helping each other with their problems. Ask and answer questions about frequency. Write a story. Write about hobbies. Give advice Use the strategies *Predict, Prior Knowledge* and *Selective Attention*.	OEQ Discussion Oral Reading Homework Test Quizzes Projects **Writing** -Classmate's hobby -Letter of advice -Narrative	Daily routines Illnesses Remedies Occupations Parts of the body	Google Docs Google Slides	**Reading Selections** *I Sometimes Study With My Friends* *You Should Get Some Rest* *It Was Too Easy* Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons
Essential Question		What critical vocabulary is necessary to write about hobbies and give advice?			

ESL ONE		Suggested Timeline: 3-5 weeks			UNIT SEVEN
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1-4, 7 **RI: 9-10** 1-4, 7 **SLS: 9-10** 1-6 **LS: 9-10** 1-6 **WS: 9-10** 1-6, 10 **WIDA** 1-5	Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words. Use the strategies *Previewing, Predict, Prior Knowledge* and *Selective Attention.*	OEQ Discussion Oral reading Homework Test Quizzes Projects **Writing** -Food chain -Word problem -Poem -Biography	Vocabulary from the content areas of science, mathematics, English and social studies	Google Docs Google Slides	**Reading Selections** *Ecosystems and Food Chains* *The Universe* *Solving Word Problems* *Poetry: Understanding Images* *Reading a Map of the United States* *Martin Luther King, Jr.* Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons
Essential Question		What critical vocabulary is necessary to discuss and write about ecosystems, word problems, poetry, map reading, and biographies?			

ESL ONE		Writing Portfolio
Unit	Assignment	Benchmark
1	PERSONAL NARRATIVE	
2	AUTOBIOGRAPHY	1
3	FRIENDLY LETTER & BIOGRAPHY: "MY BEST FRIEND"	2
4	DESCRIPTIVE ESSAY: "MY FAVORITE FOOD" & SCRIPT: "A FASHION SHOW"	
5	NARRATIVE ESSAY: "MY FUTURE GOALS" & COMPARATIVE ESSAY: "WEATHER"	3
6	LETTER OF ADVICE & DESCRIPTIVE ESSAY: "MY CLASSMATE'S HOBBY"	
7	INFORMATIONAL ESSAY: "THE FOOD CHAIN" & POEM	4

ESL TWO

Overview

ESL Two provides students with a collection of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. Throughout the final quarter of the school year, students analyze a variety of literary forms including the short story, poetry, drama and nonfiction. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources. Students evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, students create a variety of written and verbal responses to their reading including expository and persuasive essays. The ESL Two curriculum includes instruction in the four styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive writing. Vocabulary instruction is integrated throughout the curriculum while grammar and mechanics are a critical component of all formal written work augmented with teacher developed lessons.

Course Aims and Objectives

Aims

- Develop critical thinking skills which enable them to function as lifelong learners.
- Acquire basic literacy in social studies, science, mathematics, and literature and have the basic understandings needed to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information
- Summarize information in written, graphic, and oral formats
- Analyze text for both explicit and implicit meanings, central ideas, thematic elements, events, structure, and author's point of view.
- Write to support claims, express complex ideas, develop real or imagined experiences, and convey research findings.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.

Objectives

- Compare and contrast nomadic groups.
- Conduct research and create a PowerPoint presentation detailing a particular structure.
- Read a folktale and employ the reading strategy, "Drawing Conclusions".
- Summarize a fairy tale through a PowerPoint presentation.
- Analyze problems and posit solutions when reading a historical narrative.
- Publish research on a Greek god.
- Create a short play based on an excerpt from an authentic text.
- Publish a personal narrative.
- Create a timeline.
- Present a PowerPoint presentation detailing a sport.
- Create and perform an interview.
- Present a PowerPoint detailing a favorite festival.
- Conduct an experiment and report the results.
- Evaluate the pros and cons of genetic engineering.
- Take notes to illustrate the main ideas of a social studies text.
- Publish a research paper comparing and contrasting two ancient systems of writing.
- Analyze the use of similes and sensory images in a poem.
- Analyze diagrams for the main details.
- Write a book review.
- Utilize such reading strategies as *Previewing, Draw Conclusions, Problem/Solution, Cause/Effect, Predict, Reread, Take Notes, Make Inferences, Visualize, Summarize*

Critical Questions

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

Format and Procedures

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

Grading Policy

Grading Policy	
CATEGORY	**%**
Participation	40%
Tests	20%
Quizzes	15%
Projects	15%
Homework	10%

Instructional Materials

INSTRUCTIONAL MATERIALS	PUBLISHER
Shining Star *(Introductory Level)*	Pearson Longman
World Literature	Globe Fearon

ESL TWO		Suggested Timeline: 3 weeks			UNIT ONE
SLS WIDA	**Objectives**	**Assessment**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 4, 5, 10 **RI: 9-10** 7 **SLS: 9-10** 1, 6 **LS: 9-10** 1, 2, 4, 6 **WS: 9-10** 2, 4, 6-10 **WIDA** 1, 2, 5 LSRW	Preview, make predictions summarize and draw conclusions through textual evidence. Analyze plot, conflict, setting, and characters. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple meaning words.	OEQ Discussion Oral Reading Homework Test/Quizzes Participation Projects **Writing:** Compare/contrast nomadic groups Shelters of the world Conclusion: *Aladdin*	compare, contrast, predict, summarize, conclusion, plot, conflict, setting, character, shelter, journey, nomad, herds, buffalo, camels, desert, tents, preview, daughter, earrings, jewels, nephew, princess, uncle, welcomed	Google Docs Google Slides	**Reading Selections** *Nomads* *Jewel in the Sand* *Aladdin and the Lamp* *Five Famous Fairy Tales* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons
Essential Questions		What do you value? Why do individuals move to other countries?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT TWO
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1-6 RI: 9-10 1, 4, 7 SLS: 9-10 1 LS: 9-10 1, 2, 4, 6 WS: 9-10 4-10 WIDA 1, 2, 4, 5 LSRW	Identify problem/solution and cause/effect Preview, make predictions summarize and draw conclusions through textual evidence. Analyze plot, conflict, setting, and characters. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Homework Test/Quizzes Participation Projects **Writing:** Personal Narrative Expository: Greek god Short play Persuasive Letter	attack, enemies, palace, prisoner, soldiers, strong, discord, destroy, blackest, fairest, greatest, crust, dangerous, directions, plates, powerful	Google Docs Google Slides Video: Earthquakes	**Reading Selections:** *The Trojan Horse* *Black Ships Before Troy* –excerpt *Earthquakes* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons

Essential Questions: What should be done for captured prisoners of war?   What causes earthquakes?

ESL TWO		Suggested Timeline: 2 weeks			UNIT THREE
SLS WIDA	Objectives	Assess	Vocabulary	Tech	Activities

RL: 9-10 1-6
 	
RI: 9-10
 1, 4, 7
 	
SLS: 9-10 1
 	
LS: 9-10
 1, 2, 4, 6
 	
WS: 9-10 4-10
 	
WIDA
 1, 2, 5 LSRW
	Identify chronological order.
	   Preview, make predictions summarize and draw conclusions through textual evidence.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple meaning words.
		OEQ
		Discussion
		Oral Reading
		Homework
		Test/Quizzes
		Participation
		Projects
		
		Writing:
		
		Biographical narrative
		Interview
			artifact,
			bounce,
			explorers,
			rubber, statue,
			achievements,
			medicine,
			opportunity,
			rescue,
			supplies
				Google Docs
				Google Slides
				
				Video:
				
				Roberto
				Clemente
					Reading Selections:
					
					The Bouncing Ball
					Roberto Clemente
					Extreme Sports
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		What makes a great athlete? What is a hero?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT FOUR
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
1-6
 	
RI: 9-10
1, 4, 7
 	
SLS: 9-10
1, 3, 4, 6
 	
LS: 9-10
1, 2, 4
 	
WS: 9-10
3-6, 10
 	
WIDA
1, 2, 4
LSRW
	Preview, make predictions summarize and draw conclusions through textual evidence.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Homework
		Test/Quizzes
		Participation
		Projects
		
		Writing:
		
		Comic strip
		
		Family Traits
			clever, daughter-in-law, father-in-law, lantern, missed, traits, inherit, experiments, generations members, heredity, genes, chromosomes,	Google Docs
				Google Slides
				
				Video:
				
				Heredity
					Reading Selections:
					
					The Clever Daughter-In-Law
					Family Traits
					Genetic Engineering
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		What does it take to be "clever"? Why are children similar to their parents?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT FIVE
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10 1-7
 	
RI: 9-10 1, 4,
 	
SLS: 9-10
** 1, 3, 4, 6**
 	
LS: 9-10
** 1, 2, 4, 6**
 	
WS: 9-10   10
 	
WIDA
** 1, 2, 5 LSRW**
	Preview, make predictions summarize and draw conclusions through textual evidence.
	  Take notes
	  Understand irony
	  Participate effectively in collaborative discussions.
	  Demonstrate command of the conventions of standard English.
	  Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Homework
		Test/Quizzes
		Participation
		Projects
		
		Writing:
		
		Personal narrative
			cuneiform, grain, reeds, symbols, wedges, coffin, funeral, port, sailor, village, bloomed, enormous, lavender, "Holy Smokes" homesick, hysterical	Google Docs
				Google Slides
					Reading Selections:
					
					Early Writing
					The Great Minu
					No Speak English
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		How are words powerful? Why is it important to learn English?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT SIX
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10   1-6
 	
RI: 9-10   1, 4
 	
SLS: 9-10   1
 	
LS: 9-10
** 1, 2, 4, 6**
 	
WS: 9-10   10
 	
WIDA
** 1, 2, 4**
** LSRW**
	Make inferences and draw conclusions through textual evidence.
	    Identify the main idea.
	    Analyze the use of similes and sensory images in poetry.
	    Participate effectively in collaborative discussions.
	    Demonstrate command of the conventions of standard English.
	    Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral
		Reading
		Homework
		Test
		Quizzes
		Participation
		Projects
		
		Writing:
		
		Descriptive
		paragraph
			argue, elephant, gentle, trunk, tusks, hive, predator, prey, survive, vision, simile, constrict, dexterous, digestion, evolve, frequency, infrasound, gait, matriarch, microbes, telescopic, wallow, glide, chunk, curry, bleat, graze, sniff, gaze, cling	Google
				Docs
				Google
				Slides
				
				Video:
				
				"The
				Ultimate
				Elephant
				Guide"
					Reading Selections:
					
					The Blind Men and the Elephant
					Animal Senses
					Wings
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		Which one of our senses is most important? Why? Which sense would you eliminate if you had to? Why?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT SEVEN
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10   1-6
 	
RI: 9-10   1, 4
 	
SLS: 9-10   1
 	
LS: 9-10
  1, 2, 4, 6
 	
WS: 9-10   10
 	
WIDA   1, 2, 4
  LSRW
	Interpret diagrams
	  Visualize while reading
	  Participate effectively in collaborative discussions.
	  Demonstrate command of the conventions of standard English.
	  Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Homework
		Test
		Quizzes
		Participation
		Projects
		
		Writing:
		
		Compare/
		Contrast
			absorb, oxygen, pollen, pollination, release, reproduce, roots, stem, arrows, bark, bow, crowns, forest, Venn diagram	Google Docs
				Google Slides
				
				Video: "Life Science: Plants" & "Coastal Redwoods"
					Reading Selections:
					
					Amazing Plants
					Apollo and Daphne
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		Why are plants important? How do individuals "fall in love"?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT EIGHT
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10 1-6
 	
RI: 9-10 1-4
 	
SLS: 9-10 1
 	
LS: 9-10 1-6
 	
WS: 9-10   10
 	
WIDA
  1, 2, 5 LSRW
	Summarize a reading selection.
	   Analyze an author's purpose.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Homework
		Test/Quizzes
		Participation
		Projects
		
		Writing:
		
		Compose a poem
		
		Book Review
			encouraged, famous, publisher, thrilling, toured, broken, grabbed, leaped, soothe, wounded, tube, surrounded, flew, battalion	Google Docs
				Google Slides
				
				Video:
				
				"The Sky's the Limit"
				
				"Someplace Else"
					Reading Selections:
					
					Freedom Walkers
					Bessie Coleman
					This Big Sky
					Aaron's Gift
					Cher Ami
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		How far would you go to be free? What is your dream?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT NINE
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1-6 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 **WIDA** 1, 2 LSRW	Analyze an author's use of conflict, setting and irony. Evaluate the use of tone and imagery in poetry. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Homework Test Quizzes Participation Projects **Writing:** Debate Persuasive Essay	myth, conflict, loom, embroidery, shuttle, immortal, challenged, dazzling, insult, narrator, wearily, mangled, rebel, dedicated, humbly, cowardly, setting, irony, game, lawsuit, generations, feud, civilized, hesitated, clumsiness, possibility, tone, imagery, relics, Eskimos, culture, goblet, interwoven, character, climax, hospitable, nugget, pillars, mansion, exhausted, overjoyed, marketplace, bamboo, witness, clever, firmness, explanations, chuckling, description, Anglo-Indian, glittered, headmistress, stubborn, civil service, twilight, whitewashed, guarded, alliteration, gradually, crumple, collapsing	Google Docs Google Slides	**Reading Selections:** *Arachne* *Lather and Nothing Else* *The Interlopers* *Bering Coast* *The Golden Touch* *The Fly* *By Any Other Name* *The Small Cabin* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons

Essential Questions: How are people's lives changed by the lessons they learn?   How do conflicts cause people to take a new direction?   How do values and traditions influence an individual?

ESL TWO		Suggested Timeline: 2 weeks			UNIT TEN
SLS/ WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1-6
 	
SLS: 9-10
  1-6
 	
LS: 9-10
  1-6
 	
WS: 9-10
  1-6, 10
 	
WIDA
  1, 2
  LSRW
	Analyze the use of similes and imagery in a poem.
	   Recognize third person point of view and stanzas.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral
		Reading
		Homework
		Test
		Quizzes
		Participation
		Projects
		
		Writing:
		
		Puppet
		show
		Haiku
		Poem
			imagery, withered, captured, remains collide, simile, first-person POV, scarcely, spumed, intense, vibrant, plot, 3rd person POV, furrier, numb, innocent, udders, cocked, stanza, rhyme, befriended, stranded, rays, languid, metaphor, respects, harvest, speaker, bounds, dense, water chestnuts, lucid, serene, loaf, alliteration, felled, fragrance, torso, severed, routines, brow, shimmering, resembles	Google
				Docs
				Google
				Slides
					Reading Selections:
					Four Haiku
					The Horses
					Zlateh the Goat
					maggie and milly and molly and may
					The Earthworm
					Green Creek
					The Cedar Chest
					The Magnificent Bull
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions		How does nature help us to "find ourselves"? How do our experiences with nature help us to feel happy and peaceful?			

ESL TWO		Suggested Timeline: 2 weeks			UNIT ELEVEN
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 **1-6** **SLS: 9-10** **1-6** **LS: 9-10** **1-6** **WS: 9-10** **1-6, 10** **WIDA** **1, 2** **LSRW**	Analyze plot, internal conflict and resolution. Compare and contrast myths and folktales. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Homework Test Quizzes Participation Projects **Writing:** Literary Analysis	myth, hero, helmet, perched, snarling, flit, sorrow, sacrificed, glorious, folktale, plot, shelter, huddled, porter, sprouted, gourds, brim, internal conflict, resolution, peddler, bait, anvil, bellows, clatter, intruder, shabby, wretch, fable, theme, gnawed, blade, crossbow, simile, climax, surprise ending, warehouse, apprentice, houseboy, mansion, stingy, scuffed, stale, tantrum, memoir, chronological, nobility, splendor, satin, superior, exhibit, rabble	Google Docs Google Slides	**Reading Selections:** *How Odin Lost His Eye* *Good Brother's Reward* *The Rat Trap* *The Lion and the Rat* *The Pigeon and the Ant* *Kwan Ming* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons

Essential Questions: What sacrifice would you make for a friend?   How can the kindness of a good deed change lives? How can the events of life trap a person?

ESL TWO		Suggested Timeline: 3 weeks			UNIT TWELVE
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
1-6
 	
SLS: 9-10
1-6
 	
LS: 9-10
1-6
 	
WS: 9-10
1-6, 10
 	
WIDA
1, 2
LSRW
	Analyze the use of rhyme, tone and dialogue.
	   Evaluate the use of repetition, imagery and free verse in poetry.
	   Demonstrate command of the conventions of standard English.
	
	Determine/clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral
		Reading
		Homework
		Test
		Quizzes
		Participation
		Projects
		
		Writing:
		
		Literary analysis
			speaker, rhyme, stanza, overtook, mare, nonfiction, brigade, lodger, reassure, tone, mischief, failings, reserves, forbid, dialogue, symbol, sneer, panting, reel, scuttling, slimy, lashed, ooze, superior, theme, scolded, ashamed, autobiography, flashback, solid, soy, flexible, worthy, dowry, savage, shriveled, shrine, repetition, Gaelic, peat, treadle, flouncing, three penny bits, free verse, simile, discolored, alms, composed, ordinariness	Google
				Docs
				Google
				Slides
					Reading Selections:
					
					Anne Frank Remembered
					Anne Frank
					The Trout
					The Old Grandfather and His Little Grandson
					When Heaven and Earth Changed Places
					Aunt Julia
					Grandfather's Photograph
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons

Essential Questions: What do experiences teach us about ourselves?   How do you face your fears?

How does one's relationship with his or her parents change over time?

ESL TWO		Writing Portfolio
Unit	**Assignment**	**Benchmark**
1	Informative essay: "Nomadic groups" Narrative essay: "Aladdin"	
2	Informative essay: "Greek gods" Persuasive letter	**1**
3	Biographical narrative Interview	
4	Comic strip Informative essay: "Family traits"	
5	Personal narrative	**2**
6	Descriptive paragraph	
7	Informative essay: "Photosynthesis" Persuasive essay: "Preservation"	
8	Poem Book review	
9	Debate Persuasive essay	**3**
10	Haiku Short play	
11	Literary analysis	
12	Literary analysis	**4**

ESL THREE

Overview

ESL Three provides students with an overview of such literary forms as the short story, poetry, drama, nonfiction, and the novel. The reading selections for the course include selections chosen from classic, contemporary, and multicultural sources as well as the novel, *Of Mice and Men*. Students compare elements of short stories, novels, and drama, evaluate character motivation, discuss universal themes, and compare and contrast literary texts both visual and written.

During each quarter, students create a variety of written and verbal responses to their reading including expository and persuasive essays. In order to meet the needs of the new writing section of the SAT and the writing requirements of the PARCC, the ESL Three curriculum includes instruction in the four styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive writing.

Vocabulary instruction is integrated across the curriculum in the literature units while instruction in grammar and mechanics is a part of all formal written work.

Course Aims and Objectives

Aims

- Develop critical thinking skills which enable them to function as lifelong learners.
- Expand literacy in their second language and possess the requisite skills to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.
- Analyze such literary components as theme, characters, text structure, and point of view.
- Present information, findings and supporting evidence clearly, concisely, and logically.
- Compose informative/explanatory texts to examine and convey complex ideas.
- Compose narratives using effective techniques, details and well-structured events.

Objectives

- Draw conclusions, make inferences and predict through textual evidence.
- Analyze plot, conflict, mood, setting, irony and characters.
- Analyze the elements of a poem.

- Participate effectively in collaborative discussions.
- Demonstrate command of the conventions of standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words.
- Make inferences and analyze character motivation.
- Compare and contrast characterization across genres.
- Analyze setting, flashback, imagery, mood, irony and details.
- Paraphrase a reading selection.
- Analyze theme, symbol and paradox.
- Evaluate text features and consumer documents.
- Take effective notes.
- Analyze persuasive techniques.
- Compare/contrast fact and opinion.
- Analyze style, voice, realism and sequence of events.
- Evaluate context both inside and outside the literature.
- Analyze the influence of an author's background.

Critical Questions

- What does it take to be a survivor?
- What are you willing to sacrifice?
- What makes a winner?
- Why are we fascinated by the unknown?
- How important is status?
- What is a teacher?
- What is dignity?
- What do you look for in a friend?
- When is a risk worth taking?
- Is revenge ever justified?
- Where do you find adventure?
- Why do we hurt the ones we love?
- Where do you go to get away from it all?
- How do expectations affect what we do?
- How do scientists unlock the past?
- How far would you go to find freedom?
- Why are procedural texts necessary?
- Can a dream change the world?
- How do you sell an idea?
- Is privacy an illusion?
- Can you think out of the box?
- Is fear our worst enemy?
- Is "cute" a compliment?
- How does friendship begin?
- When do world events hit home?
- How is the "American Dream" defined and is it the same for everyone?
- Is everyone handicapped?
- What is the relationship between decisions and consequences?
- To what extent does culture/society shape an individual's happiness?

Format and Procedures

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials

- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

Grading Policy

Grading Policy	
CATEGORY	**%**
Participation	40%
Tests	20%
Quizzes	15%
Projects	15%
Homework	10%

Instructional Materials

INSTRUCTIONAL MATERIALS	PUBLISHER
The Language of Literature	Holt McDougal
ELL Adapted Interactive Reader	Holt McDougal
Of Mice and Men	Random House

The following concepts, vocabulary and literary elements are assessed on the ESL 3 Benchmarks"

ESL 3 Benchmark 1

- Suspense
- Mood
- Conflict (external/internal)

- Irony
- Imagery
- Inference
- Symbolism
- Point of view (Third person omniscient)
- Author's purpose
- Plot
- Setting
- Paraphrasing
- Connotation
- Synonym
- Antonym
- Context clues

ESL 3 Benchmark 2

- Mood
- Imagery
- Setting
- Symbolism
- Character motivation
- Inferences
- Sequence of events
- Main idea
- Conflict
- Author's perspective
- Theme
- Analogy
- Bias
- Flashback
- Argument
- Monitor understanding
- Parallelism
- Author's purpose
- Cause and effect
- Classification
- Chronological order
- Comparison and contrast
- Fact vs. opinion
- Repetition

ESL 3 Benchmark 3

- Tone
- Setting
- Conflict
- Imagery

- Character motivation
- Theme
- Character trait
- Conflict (internal/external)
- Author's style & Author's purpose
- Alliteration
- Structure
- Metaphor
- Poetic form
- Personification
- Poetic elements (meter, rhyme, stanza, rhythm)
- Order of events
- Paraphrase
- Summary
- Idioms

ESL 3 Benchmark 4

- Metaphor
- Imagery
- Rhyme
- Iambic pentameter
- Paraphrase & Summarize
- Blank verse
- Setting
- Allusion & Analogy
- Author's style and purpose
- Character traits
- Assonance
- Plot, conflict, setting, resolution
- Setting
- Mood
- Simile
- Contrast
- Alliteration
- Theme
- Tone
- Figurative language
- Plagiarism
- Synonym

ESL THREE		Suggested Timeline: 5 weeks			UNIT ONE
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1, 4, 5, 10
 	
RI: 9-10
  1, 2, 4, 7
 	
SL: 9-10
  1-6
 	
LS: 9-10
  1-2, 4, 6
 	
WS: 9-10
  1, 4-6
 	
WIDA
  1-2 LSRW
	Draw conclusions, make inferences and predict through textual evidence.
	    Analyze plot, conflict, mood, setting, irony and characters.
	    Analyze the elements of a poem.
	    Participate effectively in collaborative discussions.
	    Demonstrate command of the conventions of standard English.
	    Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader
		Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Personal
		Narrative
		 (pgs 174- 185)
			conflict, survivor, disarming, condone, imperative, uncanny, quarry, droll, zealous, irony, vestibule, ransack, covet, agile, falter, assertion, analyze, element, sequence, synthesize, barrier, accolade, newsreel, structure, alliteration, repetition, rhyme, rhythm, bleak, lattice, ominous	Google
				Docs
				
				Google
				Slides
					Reading Selections:
					
					The Most Dangerous Game
					The Gift of the Magi
					Horse of the Century
					The Raven
					Incident in a Rose Garden
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader
					Notebook

Essential Questions: What does it take to be a survivor? What are you willing to sacrifice? What makes a winner?					

ESL THREE		Suggested Timeline: 4 weeks			UNIT TWO
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
 1, 3, 4, 6, 7
 	
RI: 9-10
 5, 6, 7, 10
 	
SL: 9-10
 1-6
 	
LS: 9-10
 1-2, 4, 6
 	
WS: 9-10
 1, 4-6
 	
WIDA
 1-2
 LSRW
	Analyze character motivation
	   Make inferences
	   Compare/contrast characterization across genres
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive Reader
		Notebook
		Homework
		Test/Quizzes
		Language Handbook
		Projects
		
		Writing:
		Literary Criticism
		(pgs. 302-313)
			prospects, pauper, adulation, aghast, askew, complex, interact, gamut clarity, infuse, illiteracy, taut, leers, homely, cascade, interact, perspective, frenetically, protégé, reverie, retrieve exhortation, serene, device, evaluate, perspective	Google Docs
				
				Google Slides
					Reading Selections:
					
					The Necklace
					I Know Why the Caged Bird Sings
					Rosa Parks
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		How important is status? What is a teacher? What is dignity?			

ESL THREE		Suggested Timeline: 6 weeks			UNIT THREE
SLS /WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 3-5 RI: 9-10 1, 2, 4, 6 SL: 9-10 1-6 LS: 9-10 1-2, 4, 6 WS: 9-10 1, 4-6 WIDA 1-2 LSRW	Analyze setting, flashback imagery, mood, irony and details. Paraphrase a reading selection. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown/multiple meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Short Story (pgs. 414-23)	setting, flashback, imagery, mood, irony exhilarate, squander, potent, circumstance, distinct, goad, sever, perceive, inquisitive, persistence, incredulous, contrition, supplication, aspect, contribute, impunity, repose, aperture, abscond, termination, subside, unnerving, abysmal, daunted, veneered, buffeted, intangible, mystical, consolation	Google Docs Google Slides Story Trailer (T.E. pgs. 422-23)	**Reading Selections:** A Christmas Memory Through the Tunnel The Cask of Amontillado A Walk in the Woods Wilderness Letter Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		What do you look for in a friend? When is a risk worth taking? Is revenge ever justified? Where do you find adventure?			

ESL THREE		Suggested Timeline: 4 weeks			UNIT FOUR
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 **1-4, 6** **RI: 9-10** **1, 2, 4, 6** **SL: 9-10** **1-6** **LS: 9-10** **1-2, 4, 6** **WS: 9-10** **1, 4-6** **WIDA 1-2** **LSRW**	Analyze theme, symbols and paradox Make inferences about character Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Analysis of Literary Nonfiction (pgs. 524- 535)	infallibility, precariously exotic, imminent, heresy, reiterate, reveal, significant, vulgar, rumpled, billowing, interpret, prodigy, reproach, discordant, lament, encore, debut, context, tradition	Google Docs Google Slides	**Reading Selections:** *The Scarlet Ibis* *Returning to Dwell in the Country* *My Heart Leaps Up* *The Sun* *Two Kinds* *Rice and Rose Bowl Blues* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		Why do we hurt the ones we love? Where do you go to get away from it all? How do expectations affect what we do?			

ESL THREE		Suggested Timeline: 4 weeks			UNIT FIVE
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RI: 9-10
  2, 4-6
 	
SL: 9-10
  1-6
 	
LS: 9-10
  1-2, 4, 6
 	
WS: 9-10
  1, 4-6
 	
WIDA
  1-2
  LSRW
	Evaluate text features and consumer documents
	   Take effective notes
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader
		Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Business Letter
		(pgs. 632- 643)
			refute,
			compile,
			presumed,
			artifact,
			anthropology,
			conclude,
			construct,
			implicit,
			exodus,
			marauding,
			subsist, boon,
			posse,
			primary,
			specific,
			procedure,
			disclaimer
				Google
				Docs
				
				Google
				Slides
				
				Online
				professional
				profile (pgs.
				642-43)
					Reading Selections:
					
					Who Killed the Iceman?
					Skeletal Sculptures
					The Lost Boys
					Consumer Documents
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader
					Notebook

Essential Questions		How do scientists unlock the past? How far would you go to find freedom? Why are procedural texts necessary?			

ESL THREE		Suggested Timeline: 4 weeks			UNIT SIX
SLS /WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RI: 9-10 2-6, 8, 9 SL: 9-10 1-6 LS: 9-10 1-2, 4, 6 WS: 9-10 1, 4-6 WIDA 1-2 LSRW	Analyze the elements of an argument. Identify and utilize persuasive techniques Compare/contrast fact and opinion. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Persuasive Essay (pgs. 712- 723)	momentous, default, inextricably, legitimate, militancy, exalt, coherent, relevant, technique, meager, neurological, eradicate, status quo, differentiate, evident, pervasive, surveillance, anonymity, disconcerting browser, articulate	Google Docs Google Slides 30 second commercial	**Reading Selections:** *I Have a Dream* *Testimony Before the Senate* *How Private is Your Private Life?* *The Privacy Debate* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		Can a dream change the world? How do you sell an idea? Is privacy an illusion?			

ESL THREE		Suggested Timeline: 5 weeks			UNIT SEVEN
SLS /WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  4, 5, 10
 	
RI: 9-10
  4, 10
 	
SL: 9-10
  1-6
 	
LS: 9-10
  1-2, 4, 6
 	
WS: 9-10
  1, 4-6
 	
WIDA   1-2
  LSRW
	Analyze style, voice, realism and sequence of events.
	  Participate effectively in collaborative discussions.
	  Demonstrate command of the conventions of standard English.
	  Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader
		Notebook
		Homework
		Test/Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Analysis of an author's style
		(pgs. 890-897)
			evoke, conventional, effect, stealth, fecund, diffuse, inertia, indicate, unique, vary, stalk, diminutive, valorous, deftness, appreciate, indicate, unique, stifle, infamous, trifle, attribute	Google Docs
				
				Google Slides
				
				Podcast (pgs. 900-01)
					Reading Selections:
					
					Spring is Like a Perhaps Hand
					Elegy for the Giant Tortoises
					Today
					Where Have You Gone, Charming Billy?
					Tim O'Brien: The Naked Soldier
					A Few Words
					The Sneeze
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		Can you think "out of the box"? Is fear our worst enemy? Is "cute" a compliment? Who makes you laugh?			

ESL THREE		Suggested Timeline: 4 weeks			UNIT EIGHT
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL 9-10: 3, 7, 10
 	
RI: 9-10 1, 2, 4-6
 	
SL: 9-10   1-6
 	
LS: 9-10 1-2, 4, 6
 	
WS: 9-10 1, 4-6
 	
WIDA   1-2 LSRW
	Evaluate context both inside and outside the literature.
	   Analyze the influence of an author's background.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive Reader
		Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Online Feature Article
		(pgs. 996- 1003)
			relapse, torrent, induce, perfidy, environment, predominant, muted, maneuvering, distraught, resigned, vigilant, enthralled, dilapidated, incorporate, prudent, aura, unscathed, contrast	Google Docs
				
				Google Slides
				
				Online Feature Article
					Reading Selections:
					
					Angela's Ashes
					American History
					Special Report
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		How does friendship begin? When do world events hit home?			

ESL THREE		Suggested Timeline: 4 weeks			UNIT NINE
SLS /WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1, 4, 5, 7, 9
 	
SL: 9-10   1-6
 	
LS: 9-10
  1-2, 4, 6
 	
WS: 9-10
  1, 4-6
 	
WIDA 1-2
  LSRW
	Set a purpose for reading
	    Evaluate the author's use of theme, symbol, setting and characters
	    Draw conclusions, make inferences and predict through textual evidence.
	    Participate effectively in collaborative discussions.
	    Demonstrate command of the conventions of standard English.
	    Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive Reader
		Notebook
		Homework
		Test/Quizzes
		Language Handbook
		Projects
		
		Writing:
		
		Book Review
			imperious, morose, juncture, skitter, pantomime, mottled, drone, periscope, lumber liniment, cesspool, ominous, pugnacious, brittle, douse, derision, subdued, deliberate, gnawing, reprehensible, spectacles, apprehension, scornful, indignation, pulley, manger, snivel, bewilder, haunches, quivering, waggle, monotonous	Google Docs
				
				Google Slides
				
				http://as.sjsu.edu/sits/content.jsp?val=works_of-mice-and-men_vocabulary
					Reading Selections:
					
					Of Mice and Men
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions: How is the "American Dream" defined and is it the same for everyone?
Is everyone handicapped?   What is the relationship between decisions and consequences?
How do we know how to make good decisions?   To what extent does culture/society shape an individual's happiness?

ESL FOUR

Overview

ESL Four extends student understanding of the novel, short story, and dramatic structures through the close and critical reading of a variety of texts. The reading selections for the course include short stories and poems chosen from classic, contemporary, and multicultural sources as well as the novel, _Lord of the Flies_. Students learn the elements of short stories, novels, and drama and will be able to evaluate character motivation, identify and discuss universal themes and compare and contrast literary texts both visual and written.

During each quarter, students will be required to create a variety of written responses to their reading including personal narratives and persuasive essays. In order to meet the needs of the writing section of the SAT and the writing requirements of the PARCC, the ESL Four curriculum will include a review of the styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive modes, which were introduced in ESL Three.

Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

Course Aims and Objectives

Aims

- Develop critical thinking skills which enable them to function as lifelong learners.
- Expand literacy in their second language and possess the requisite skills to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.
- Analyze such literary components as theme, characters, text structure, and point of view.
- Present information, findings and supporting evidence clearly, concisely, and logically.
- Compose informative/explanatory texts to examine and convey complex ideas.
- Compose narratives using effective techniques, details and well-structured events.

Objectives

- Draw conclusions, make inferences and predict through textual evidence.
- Analyze plot, conflict, mood, setting, irony and characters.
- Compare and contrast the universal elements contained within two poems.
- Participate effectively in collaborative discussions.
- Monitor connotation.
- Demonstrate command of the conventions of standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words.
- Recognize classification and patterns of organization.
- Interpret graphic aids.
- Analyze setting, flashback, imagery, mood, irony and details.
- Summarize and critique.
- Analyze theme, symbol and paradox and the effect of historical and cultural context.
- Evaluate the author's use of tone and diction.
- Take effective notes.
- Analyze persuasive techniques.
- Compare/contrast fact and opinion.
- Analyze style, voice, realism and sequence of events.
- Evaluate the technique of chronological order.
- Analyze the influence of an author's background.
- Compose a speech.
- Read a play.
- Understand dialect.
- Identify parody.

Critical Questions

- What if everyone were the same?
- What makes something valuable?
- Should you trust your instincts?
- How good are you at judging people?
- Who has made you a better person?
- Why do people argue over silly things?
- Does knowledge come at a price?
- Is technology taking over?
- What's wrong with holding a grudge?
- When do world conflicts affect us?
- Who are the victims of war?
- When are little things a big deal?
- Can beauty be captured in words?
- Can reporters always stay objective?
- How should you spend your free time?
- Do animals have rights?
- Do the ends justify the means?
- What is our place in Nature?
- What makes a good love poem?
- When does poetry sing?
- What breeds terror?
- How can Nature inspire you?
- What is your role in your household?
- What would you do if your government declared you the enemy?
- How can we change society?
- Whose life is it anyway?
- Why do we admire dreamers?
- What is an individual's responsibility to a community?
- How do actions of characters reveal their personalities?
- What does it mean to be civilized?
- When is the restriction of freedom a good thing?
- How do society's views and stereotypes affect a person's power?

Format and Procedures

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

Grading Policy

Grading Policy	
CATEGORY	**%**
Participation	40%
Tests	20%
Quizzes	15%
Projects	15%
Homework	10%

Instructional Materials

INSTRUCTIONAL MATERIALS	PUBLISHER
The Language of Literature	Holt McDougal
ELL Adapted Interactive Reader	Holt McDougal
Lord of the Flies	Random House

The following concepts, vocabulary and literary elements are assessed on the ESL 4 Benchmarks:

ESL 4 Benchmark 1

- Plot
- Setting
- Mood
- Conflict
- Character development, traits and motivation
- Infer
- Draw conclusions
- Chronological order

ESL 4 Benchmark 2

- Theme
- Symbol
- Draw Conclusions
- Author's purpose and perspective
- Characterization
- Tone and diction
- Classification
- Organization
- Analyze and evaluate arguments
- Persuasive techniques
- Rhetorical devices
- Fact vs. opinion
- Summarize and critique

ESL 4 Benchmark 3

- Poetic elements
- Sound devices
- Understanding dialect
- Style and voice
- Paraphrase
- Infer
- Theme
- Author's purpose
- Dialogue
- Historical/cultural context
- Predict
- Rhetorical devices

ESL 4 Benchmark 4

- Plot
- Setting
- Mood
- Conflict
- Draw conclusions
- Infer
- Predict
- Character development, traits, motivation
- Author's purpose
- Chronological order
- Theme
- Symbol
- Style
- Voice
- Moral dilemma

ESL FOUR		Suggested Timeline: 3 weeks			UNIT ONE
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10 1-5
 	
SL: 9-10 1-6
 	
LS: 9-10
  1-2, 4, 6
 	
WS: 9-10
  1, 4-6
 	
WIDA -2
  LSRW
	Draw conclusions, make inferences and predict through textual evidence.
	   Analyze plot, conflict, mood, setting and characters.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader
		Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Literary Analysis (pgs. 148- 159)
			affect, definite, communicate, establish, identify plot, conflict , exposition, climax resolution, setting characterization wince, cower, synchronize, neutralize, furtive recompose, doctrine, heritage intangible, imperative apprehension	Google Docs
				
				Google Slides
				
				Create an advertising campaign
				
				Survival game
					Reading Selections:
					
					Harrison Bergeron
					Everyday Use
					To Build a Fire
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		What if everyone were the same? What makes something valuable? Should you trust your instincts?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT TWO
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 3, 4, 10 RI: 9-10 1, 4, 6 SL: 9-10 LS: 9-10 1, 5 WS: 9-10 3-6 WIDA 1-2 LSRW	Identify character motivation, symbolism and author's purpose. Make inferences Write a speech and dialogue Read a play Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Short Story (pgs. 280- 289)	dynamic, individual, motive, seek, undergo, infatuated, degraded, translucent, mentor, tact, catalyst, farce, exaggerate, aside, monologue, meditate, usurper, glutton, contrary	Google Docs Google Slides Video narrative (Pgs. 290-291)	**Reading Selections:** *The Possibility of Evil* *The Teacher Who Changed My Life* *A Marriage Proposal* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		How good are you at judging people? Who has made you a better person? Why do people argue over silly things?			

ESL FOUR		Suggested Timeline: 2 weeks			UNIT THREE
SLS WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 3, 4, 5 SL: 9-10 LS: 9-10 2, 3, 4 WS: 9-10 3-6 WIDA 1-2 LSRW	Identify first person POV Make inferences and draw conclusions Evaluate the technique of chronological order Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Literary nonfiction analysis (pgs. 390-399)	Consequent, crucial, initial, shift, survive, paranoia, manipulate, oblivious, sublime	Google Docs Google Slides	**Reading Selections:** *By the Waters of Babylon There Will Come Soft Rains* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		Does Knowledge Come at a Price? Is Technology Taking Over?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT FOUR
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1-3, 10
 	
SL: 9-10
  1-4, 6
 	
LS: 9-10
  1-6
 	
WS: 9-10
  2
 	
WIDA
  1-2
    LSRW
	Evaluate the author's use of theme, symbol and characters
	   Compare and contrast the universal elements contained within two poems
	   Monitor connotation
	   Draw conclusions
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral
		Reading
		Interactive
		Reader
		Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		
		"Letter to a young immigrant"
			alter, layer, symbol, theme, unify, acquiesce, pinioned, condolence, ascertain, compatriot, sovereignty, assail, allusion regiment, symbol, irony	Google Docs
				
				Google Slides
					Reading Selections:
					
					The Interlopers
					When Mr. Pirzada Came to Dine
					Do not Weep, Maiden, for War is Kind
					The Sonnet-Ballad
					Letter to a Young Refugee from Another
					
					Hardback Text
					(pgs. 490-493)
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		What's Wrong With Holding a Grudge? When do World Conflicts Affect Us? Who are the Victims of War?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT FIVE
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RI: 9-10 3, 4-6, 7 RL: 9-10 1, 3, 4, 9 SL: 9-10 1-4, 6 LS: 9-10 1-6 WS: 9-10 2 WIDA 1-2 LSRW	Evaluate the author's use of tone and diction Recognize classification Identify patterns of organization Interpret graphic aids Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Persuasive Letter (pgs. 610- 621)	author, goal document, issue, vision, tone, stealth, edict, adaptation, capricious, document, tenacity, fortitude, pandemonium	Google Docs Google Slides News Report How a ___ Works	**Reading Selections:** *The Plot Against People* *Why Leaves Turn Color in the Fall* *How a Leaf Works* *And of Clay Are We Created* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		When are Little Things a Big Deal? Can Beauty be Captured in Words? Can Reporters Always Stay Objective?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT SIX
SLS WIDA	Objectives	Assess	Vocabulary	Tech	Activities

RI: 9-10
  2, 4, 5, 8
 	
SL: 9-10
  1-4, 6
 	
LS: 9-10
  3-5
 	
WS: 9-10 5
 	
WIDA 1-2
  LSRW
	Analyze and evaluate arguments, persuasive techniques and rhetorical devices
	  Distinguish fact from opinion
	  Summarize and critique
	  Participate effectively in collaborative discussions.
	  Demonstrate command of the conventions of standard English.
	  Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Persuasive Essay
		(pgs. 742- 753)
			cite, convince, controversy, objective, statistic, prestigious, laudable, contemptuous, stark, boisterous, stridently, complicity, rhetoric, proponent, impede	Google Docs
				
				Google Slides
					Reading Selections:
					
					Doing Nothing is Something
					I Acknowledge Mine
					Use of Animals in Biomedical Research
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		How Should You Spend Your Free Time? Do Animals Have Rights? Do the Ends Justify the Means?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT SEVEN
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 4, 5, 10 SL: 9-10 1-4, 6 LS: 9-10 3-5 WS: 9-10 5 WIDA 1-2 LSRW	Identify and analyze poetic elements Understand dialect Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Analysis of a poem (pgs. 828-837)	Device, form, literal, traditional, rhyme, alliteration, onomatopoeia, sonnet, ballad, dialect	Google Docs Google Slides Create a class blog (pgs. 838-839)	**Reading Selections:** *There Will Come Soft Rains* *Meeting at Night* *The Sound of Night* *Sonnet 18* *Sonnet XXX* *Lord Randall* *Ballad* *Midwinter Blues* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		What is Our Place in Nature? What Makes a Good Love Poem? When Does Poetry Sing?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT EIGHT
SLS /WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
   1, 4
 	
 RI: 9-10   4-6
 	
 SL: 9-10
   1-4, 6
 	
 LS: 9-10   3-5
 	
 WS: 9-10   5
 	
 WIDA   1-2
   LSRW
	Compare and contrast authors' use of style and voice
	   Paraphrase and make inferences
	   Analyze dialogue
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		 Discussion
		 Oral Reading
		 Interactive Reader
		 Notebook
		 Homework
		 Test
		 Quizzes
		 Language Handbook
		 Projects
		
		 Writing:
		 Online feature article
		 (pgs. 914- 923)
			Pervade, confound, voracity, anthology, destiny, retrospect, trauma, nostalgia	Google Docs
				
				 Google Slides
				
				 Online feature article (pgs. 914-923)
					Reading Selections:
					
					 The Pit and the Pendulum
					 Birches
					 Mending Wall
					 Only Daughter
					 Caramelo
					
					 Analyze reading selections
					 Class discussions
					 Partner activities
					 Cooperative learning
					 Oral reading
					 Writing assignments
					 Grammar lessons
					 Interactive Reader Notebook

Essential Questions		What Breeds Terror? How Can Nature Inspire You? What is Your Role in Your Household?			

ESL FOUR		Suggested Timeline: 3 weeks			UNIT NINE
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**
RL: 9-10 1, 3, 6 RI: 9-10 1, 4, 6, 9 SL: 9-10 1-4, 6 LS: 9-10 3-5 WS: 9-10 5 WIDA 1-2 LSRW	Analyze the effect of historical and cultural context Analyze rhetorical devices Make predictions Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading Interactive Reader Notebook Homework Test Quizzes Language Handbook Projects **Writing:** Cause and effect essay (pgs. 1030 - 1039)	acknowledge, community, contemporary, culture, role, inevitable, irrational, subordinate, cosmopolitan, deference, persevere	Google Docs Google Slides	**Reading Selections:** *Farewell to Manzanar* *A Eulogy for Dr. Martin Luther King Jr.* *Marriage is a Private Affair* Analyze reading selections Class discussions Partner activities Cooperative learning Oral reading Writing assignments Grammar lessons Interactive Reader Notebook
Essential Questions		How Can We Change Society? Whose Life is it Anyway? What if Your Government Declared You the Enemy?			

ESL FOUR		Suggested Timeline: 2 weeks			UNIT TEN
SLS **WIDA**	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1, 4, 5, 7, 9
 	
SL: 9-10
  1-4, 6
 	
LS: 9-10 3-5
 	
WS: 9-10 2, 5
 	
WIDA 1-2
  LSRW
	Set a purpose for reading
	   Identify parody
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Video Script
		(pgs. 1164- 1173)
			fictitious,
			incongruous,
			enmity,
			parody
			hapless
				Google
				Docs
				
				Google
				Slides
				
				Produce a drama
				(pgs. 1164-1175)
					Reading Selections:
					
					Don Quixote
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader Notebook

Essential Questions		Why Do We Admire Dreamers?			

ESL FOUR		Suggested Timeline: 4 weeks			UNIT ELEVEN
SLS/WIDA	**Objectives**	**Assess**	**Vocabulary**	**Tech**	**Activities**

RL: 9-10
  1, 4, 5, 7, 9
 	
SL: 9-10
  1-4, 6
 	
LS: 9-10 3-5
 	
WS: 9-10 2, 5
 	
WIDA 1-2
  LSRW
	Set a purpose for reading
	   Evaluate the author's use of theme, symbol, setting and characters
	   Draw conclusions, make inferences and predict through textual evidence.
	   Participate effectively in collaborative discussions.
	   Demonstrate command of the conventions of standard English.
	   Determine or clarify the meaning of unknown and multiple-meaning words.
		OEQ
		Discussion
		Oral Reading
		Interactive
		Reader
		Notebook
		Homework
		Test
		Quizzes
		Language
		Handbook
		Projects
		
		Writing:
		Book Review
			enmity,
			decorous,
			bastion,
			hiatus,
			tumult, tirade,
			oppressive,
			tacit, blatant,
			taboo, jeer,
			ludicrous,
			clamor,
			fervor,
			enterprise,
			compelled
				Google Docs
				
				Google Slides
					Reading Selections:
					
					Lord of the Flies
					
					Analyze reading selections
					Class discussions
					Partner activities
					Cooperative learning
					Oral reading
					Writing assignments
					Grammar lessons
					Interactive Reader
					Notebook

Essential Questions: What is an individual's responsibility to a community?   What does it mean to be civilized?
How do actions of characters reveal their personalities?   When is the restriction of freedom a good thing?
How do society's views and stereotypes affect a person's power?

Alternative Assessments for ELL

English language learners often require alternative assessment tasks to be able to demonstrate comprehension and mastery of content knowledge. Language proficiency levels in speaking, listening, reading and writing affect students' abilities to demonstrate mastery. Students need multiple paths to demonstrating comprehension and mastery.

Teachers are encouraged to use a variety of assessment types to reduce the dependence on language to demonstrate understanding and mastery. The menu of alternative assessment types is infinite. The goal is to find assessments that allow ELL to demonstrate understanding and mastery despite not being fully English proficient. Students who are not proficient readers, for example, may not do well on a short/long answer test but could demonstrate mastery through answering questions orally or completing a CLOZE exercise with a word bank.

Some appropriate alternative assessments for English language learners are:

Rubrics and Performance Criteria
- The use of rubrics and performance criteria is an effective way to assess a variety of student work. Rubrics and performance assessments can be used to grade students, as well as chart growth over a set period of time.
- *RubiStar (*http://rubistar.4teachers.org/index.php) is a useful tool to find and create rubrics, which can be modified based on language proficiency levels and assessment requirements.

Oral Presentations or Performances
- When assessing oral work, it's helpful to use a checklist of things to look for, such as pronunciation, volume, pace and content. Checklists can also be used to assess oral presentations and to chart progression over time.
- Role-plays can be to assess students individually or as a group. Some ideas include having students write a play and perform it or even having the students lead a content review for the class.
- Students who do not comprehend written text independently can be given assessment tasks that involve describing, explaining, retelling, paraphrasing and summarizing texts and/or content information

Non-verbal Assessments
- Non-verbal assessments are often necessary to measure the academic progress of newcomer and beginner level ELL who have limited English development in all language domains.
- Students can act out or visually display vocabulary or content concepts such as the water cycle to demonstrate mastery of content.
- Students can draw or collect pictures to demonstrate knowledge and comprehension. One way to assess a newcomer student's understanding nouns is to ask the student to identify pictures of nouns in a magazine. Pictures can be used to assess early reading comprehension by having students draw a picture to show their understanding of the content.

Written Assessments

- There are different ways to incorporate written assessments for students at different language proficiency levels.

- Students can write a creative story or respond to a writing prompt where students are given the beginning or the ending and are asked to fill in the missing parts of the story.
- Students can use reading response logs at their own pace to provide written information based on questions or prompts such as:
  - How could the end of the story be written differently?
  - Provide your opinion of how the character dealt with the conflict.
  - Give three examples of what you like or didn't like about the main character.
  - How would history have changed if the war had been won by the other group?
  - Did you agree or disagree with how the conflict was resolved?
- Students can use content logs to write down facts they learned or keep track of parts that they didn't understand. Teachers can use this information to assess content mastery and to guide future review or reteaching of content for students.

Portfolios
- Portfolios are useful in tracking development toward mastery over a period of time. Multiple samples of student work are collected and evaluated, and include scheduled conferences with students about their work. Including students in the evaluation of their work over time ensures they take ownership of their progress and improvement.

Publisher assessments
- Teachers should access publisher assessments which often provide alternatives for assessing ELL.

Accommodating Gifted Students

ELA	Math	Science	Social Studies
Connect to personal experiences	Pose open-ended questions that require higher-level thinking	Exposure to significant and deep content (advanced, accelerated, or compacted content)	Allow flexible grouping of students
Preview information-materials	Model thinking strategies, such as decision-making and evaluation	Abstract and advanced higher-level thinking	Create specialized learning centers
Brainstorming/ webbing	Accept ideas and suggestions from the student and expand on them	Allowance for individual student interests	Encourage creativity and reward risk-taking
Questioning techniques	Facilitating original and independent problems and solutions	Assignments geared to development in areas of affect, creativity, cognition, and research skills	Provide opportunities for divergent (many answers) and convergent (best answer) thinking
KWL strategies			
Predicting			
Pre teach vocabulary	Help students identify rules, principles, and relationships	Complex, in-depth assignments	Explicitly teach skills needed to learn independently
Pre teach or review strategy	Take time to explain the nature of errors	Diverse enrichment that broadens learning	Allow a variety of acceptable products (using Multiple Intelligences, for ex.)
Visual demonstrations, illustrations, models	Content with greater depth and higher levels of complexity	Activities promoting cultural diversity	
Mini-lesson	A discovery approach that encourages students to explore concepts	Interdisciplinary and problem-based assignments with planned scope and sequence	Offer leveled projects
Graphic organizers			Involve students in making a scoring guide
Semantic organizers	Focus on solving complex, open-ended problems	Emphasis on understanding concepts rather than memorizing facts	Assign tasks that are authentic and for a real audience
Outlines			
Mnemonics	Offer opportunities for interdisciplinary connections	An inquiry approach with student opportunities as active investigators	Match the product to the outcomes being met
Analogies	An inquiry approach as active investigation		Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
Imagery	Investigate real problems and situations	Opportunities for interdisciplinary connections	
Color coding			
Highlighting/ underlining		Investigating real problems and situations	
Segmenting techniques-task analysis, chunking	Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful.	Guiding students towards adopting scientific habits of mind	Avoid have student copy notes when material is already mastered
Key words/ labels			Provide opportunities for open-ended, self-directed activities
Writing frames/ templates	Create assessments that allow for differences in understanding, creativity, & accomplishments	Ethics of science (e.g. solutions to world hunger and famine)	
Note taking guidelines			Develop research skills needed to conduct an independent study in student area of interest
Learning contracts	Use multiple resources. No single text will adequately meet the needs of these learners	Mainstream media reports about medical research	
Compact the curriculum and provide enrichment activities	Use inquiry-based, discovery learning approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions. Allow students to design their own ways to find the answers to complex questions	An available forum for students to describe and discuss independent research projects	Provide independent learning activities
Implement a multi-dimensional curriculum			Encourage creativity and ask higher level questions
Make the curriculum student centered		Create a product for publication (Provide articles, technical reports, letters, or drawings based on the findings from their inquiry reports)	Provide opportunities to develop depth and breadth of knowledge in a subject area
Allow students to pursue independent projects based on their own individual interests			
Allow gifted students to assume ownership of their own learning through curriculum acceleration.	Provide units, activities, or problems that extend beyond the general curriculum	Internship, mentorship, and other forms of apprenticeship by professionals in their field of interest.	Utilize learning contracts
Maximize potential by maintaining high expectations			Provide self-checking materials
Incorporate interactive teaching			Test students at a higher level of thinking
Explore multiple viewpoints about a variety of topics and allow for material analysis			Cluster/ group gifted students by areas of strength
Involve students in academic contests			

Accommodations/Modifications for ELLs

Environment

- Preferential Seating
- Assign peer tutor
- Visual chars/cues
- Provide recorded discourse
- Highlight key words
- Use real objects/manipulatives
- Refer to prior knowledge (KWL etc.)
- Provide quiet study space

Presentation

- Individual/small group discussions
- Specialized curriculum/equipment
- Simplify language/keywords
- Demonstrations for key concepts
- Visual or Multimodal presentations
- Frequently check for understanding
- Use manipulatives
- Native Language presentations

Management

- Use positive reinforcement
- Repeat all directions
- Use cooperative learning groups
- Use projects/interdisciplinary tasks
- Provide language experience tasks
- Have student repeat directions
- Immediate praise/feedback
- Plan peer tutors/models
- Provide high interest topics/options
- Provide extended time to complete tasks
- Allow student to think/speak in native language

Assignment

- Adjust reading level materials
- Single step directions
- Provide extra examples/models
- Shorten assignment/task
- Directions read aloud
- Adapt/simplify language on task
- Give oral prompts/cues
- Allow projects to replace written tasks

Materials

- Provide recorded text
- Provide supplementary materials
- Highlighted text
- Bilingual dictionaries/glossaries
- Use of graphic organizers
- Pre-teach all vocabulary
- Proved varied visual/multisensory input
- Native Language text

Assessment

- Allow oral responses
- Read test aloud
- Read portions/key words on test
- Modify format/length of tes
- Alternate with culturally unbiased items
- Provide glossaries in native language
- Modify test items/weighted scores
- Use multiple choice format

LINKS TO ESSENTIAL WEBSITES

- WIDA Can Do Descriptors
  www.wida.us/standards/CAN_DOs/

- WIDA's ELD Standards
  www.wida.us/standards/eld.aspx

- WIDA's ACCESS for ELLs 2.0
  www.wida.us/assessment/ACCESS20.aspx

- NJ Student Learning Standards
  http://www.state.nj.us/education/aps/cccs/lal/

- PARCC Practice Assessments
  https://parcc.pearson.com/practice-tests/english/

- NJDOE Office of Bilingual/ESL
  http://www.state.nj.us/education/bilingual/

- Colorin Colorado
  http://www.colorincolorado.org/

- Activities for ESL Students
  http://a4esl.org/

- Everyday Edits
  www.educationworld.com/a_lesson/archives/edit.shtml