TOWNSHIP OF UNION PUBLIC SCHOOLS

ESL FE301 INTERMEDIATE

Curriculum Guide

Curriculum Guide Re Approved December 2018

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Curriculum Committee Members

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

I.   Identification
- Registration
- Teacher recommendation
- Informal evaluation by an ESL instructor

II.   Multiple Entrance Criteria
- W-APT- Placement test
- ACCESS for ELLs - students must score at or below state established cut-offs
- ESL teacher recommendation

III.   Program
- Two periods of ESL daily for beginning students
- One period of ESL daily for intermediate and advanced students

IV.   Monitoring
- Supervisor
- ESL instructor

V.   Multiple Exit Criteria

- ACCESS for ELLs and other Performance and Standardized tests
- ESL teacher recommendation
- Mainstream classroom performance

VI.   Follow up
- Teacher recommendation
- Re-entry if student fails to perform well in mainstream

Course Description

ESL – FE301
Intermediate

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills. In addition, an appreciation of different cultures and critical thinking are emphasized.

At this level of English proficiency, English language learners will process, understand, produce or use:
- **General and some specific language of the content areas**
- **Expanded sentences in oral interaction or written paragraphs**
- **Oral or written language with errors that do not interfere with meaning presented with sensory, graphic or interactive support**

Recommended Textbooks

- **Keystone Series– Longman**

- **The Oxford Picture Dictionary for the Content Areas**

- **Scholastic Action Magazine**

- **Easy English Newspaper**

- **Ancillary Books and materials**

- **Online Resources**

Course Proficiencies WIDA STANDARDS (Intermediate)

I.: Listening   **SWBAT:**

- **Categorize content-based examples from oral directions**
- **Match main ideas of familiar text read aloud to visuals**
- **Use learning strategies described orally**
- **Identify everyday examples of content-based concepts described orally**
- **Associate oral language with different time frames (e.g., past, present, future)**

II.: Speaking   **SWBAT:**

- **Begin to express time through multiple tenses**
- **Retell/rephrase ideas from speech**
- **Give brief oral content-based presentations**
- **State opinion**
- **Connect ideas in discourse using transitions (e.g., "but", "then")**
- **Use different registers inside and outside of class**
- **State big/main ideas with some supporting details**
- **Ask for clarification (e.g., self-monitor)**

III.: Reading	SWBAT:

- **Identify topic sentences, main ideas, and details in paragraphs**
- **Identify multiple meanings of words in context (e.g., "cell", "table")**
- **Use context clues**
- **Make predictions based on illustrated text**
- **Identify frequently used affixes and root words to make/extract meaning (e.g., "un-", "re-", "-ed")**
- **Differentiate between fact and opinion**
- **Answer questions about explicit information in texts**
- **Use English dictionaries and glossaries**

IV.: Writing	SWBAT:

- **Produce short paragraphs with main ideas and some details (e.g., column notes)**
- **Create compound sentences (e.g., with conjunctions)**
- **Explain steps in problem-solving**
- **Compare/contrast information, events, characters**
- **Give opinions, preferences, and reactions along with reasons**

Curriculum Units

Unit 1:   **Natural World**

Unit 2:   **Journeys**

Unit 3:   **Success**

Unit 4:   **Change**

Unit 5:   **Frontiers**

Unit 6:   **What is true?**

Pacing Guide

Content	Number of Days
Unit 1:	**30**
Unit 2:	**30**
Unit 3:	**30**
Unit 4:	**30**
Unit 5:	**30**
Unit 6:	**30**
	180 days

Unit 1 - Natural World

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
How does the natural world affect us? What parts of the natural world are essential for our survival? What parts of the natural world are essential for our enjoyment?	**Literary Words:** imagery, sensory details, figurative language, personification, setting **Word Study:** prefixes in- re- over- un- decoding digraphs, compound nouns, long a **Reading Strategy:** predict, preview, visualize, identify main ideas and details **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** adjectival phrases, appositives, pronoun modifiers, parallel structure, subject-verb agreement **Writing:** Descriptive	Write descriptive essay for object, place, person, event Reader's Theater Games for word study and grammar	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 2 – Journeys

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Where can a journey take you? Do all journeys actually involve physical travel? What is the difference between a journey and a trip? What are some ways you can grow on a journey? Is life a journey or a destination?	**Literary Words:** plot, character, POV, simile, metaphor **Word Study:** Roots vict, laps, vis, mem, mand, suffixes er, or, words ending in y, words multiple parts of speech **Reading Strategy:** identify problems/solutions, use visuals, inferences, cause and effect **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** simple past, active/passive voice, adverbial clauses, past progressive **Writing:** Narration, write a story from a different POV	Write a personal narrative Write a personal letter Write a story with a starter Give a presentation Write a descriptive essay Write a biography Autobiography Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 3 – Success

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
What defines success? What do people do in order to be successful? Name people that you think are successful? What makes him or her a success?	**Literary Words:** extended metaphor, repetition, stanza, character motivation, suspense **Word Study:** prefixes under-, re-, multi-, inter-, homophones, inflections –ed, -ing, foreign words **Reading Strategy:** Connect ideas, fact and opinion, predict, ask questions **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** Gerunds, infinitives, expressions of quantity **Writing:** Expository, compare and contrast	Write a critique Expository essay Problem and solution writing Write a news article Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 4 - Change

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Can we see change as it happens? What changes have you personally experienced? Could you see each change as it happened or was it gradual? What changes do you see happening at your school and in the community? What changes do you see that might affect our world	**Literary Words:** conflict, foreshadowing, rhyme, theme **Word Study:** proper nouns, long e, synonyms **Reading Strategy:** scan, draw conclusions, recognize sequence, identify author's purpose **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** present perfect, complex sentences with because and since, antecedent pronouns, subject-verb agreement, models, future with will, won't **Writing:** Persuasive, support opinions with facts, examples and details; ask and answer questions, make a recommendation	Give a speech Write an advertisement Persuasive Essay Write a review Write letter to the editor Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 5 - Frontiers

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
Why do we explore new frontiers? What places have you explored? What is your favorite place that you have explored? What did you find in your exploration? Would you go back to these places?	**Literary Words:** dialogue, flashback, onomatopoeia, hyperbole **Word Study:** synonyms, spelling ei, ie, freq. misspelled words, compound words **Reading Strategy:** generalizations, take notes, skim, summarize **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** past perfect, past participle, imperatives, sequence words, phrases, clauses; adjectival phrases **Writing:** Instructional, cause and effect related, sequence, classification, categories	Write cause/effect paragraph Write instructions Write a classifying paragraph Write a summary Team presentation Write an instructional essay Reader's Theater	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 6 - What is true?

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
How do we know what is true? When you were younger, what things about the world did you question? What explanations did people give you? How were they different from scientific explanations that you now know?	**Literary Words:** myth, hero, heroine, science-fiction, stage directions **Word Study:** antonyms, long I, -ible, -able, word roots **Reading Strategy:** analyze text structure, evaluate new and written information, compare and contrast, **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** reported speech statements and questions, participle adjectives, conjunctive adverbs **Writing:** Research	Write a play Write a research report Intro paragraph Create graphic organizers Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Common Core State Standards – Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 9-12

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organiza-tion	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
.	• Minimal response to topic; uncertain focus	• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single, distinct focus • Unified and coherent • Well-developed
.	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transition evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Composi-tional risks successful
.	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construc-tion	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors