TOWNSHIP OF UNION PUBLIC SCHOOLS

ESL FE401 ADVANCED LEVEL

Curriculum Guide

Curriculum Guide Re Approved December 2018

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ESL FE401
ADVANCED LEVEL

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 beginner and advanced beginner 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 FE401
ESL FE401 **ADVANCED**

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 listening, speaking, reading and writing. In addition, an appreciation of other cultures and critical thinking are emphasized.

At this level of English proficiency, English language learners will process, understand, produce or use:

- **Specific and some technical language of the content areas**
- **A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs**
- **Oral or written language with minimal errors 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 (Advanced)

I.: Listening	**SWBAT:**

- **Identify main ideas and details of oral discourse**
- **Complete content-related tasks or assignments based on oral discourse**
- **Apply learning strategies to new situations**
- **Role play, dramatize, or re-enact scenarios from oral reading**
- **Make inferences from grade-level text read aloud**
- **Discriminate among multiple genres read orally**

II.: Speaking	**SWBAT:**

- **Paraphrase and summarize ideas presented orally**
- **Defend a point of view**
- **Explain outcomes**
- **Connect ideas with supporting details/evidence**
- **Substantiate opinions with reasons and evidence**
- **Use and explain metaphors and similes**
- **Communicate with fluency in social and academic contexts**
- **Discuss, compare and give examples of abstract, content-based ideas (e.g., democracy, justice)**

III.: Reading	SWBAT:

- **Order paragraphs**
- **Identify summaries of passages**
- **Identify figurative language (e.g., "dark as night")**
- **Interpret adapted classics or modified text**
- **Match cause to effect**
- **Identify specific language of different genres and informational texts**
- **Use an array of strategies (e.g., skim and scan for information)**
- **Apply strategies to new situations**
- **Infer meaning from modified grade-level text**

IV.: Writing	SWBAT:

- **Create multiple-paragraph essays**
- **Use details/examples to support ideas**
- **Use transition words to create cohesive passages**
- **Compose intro/body/conclusion**
- **Paraphrase or summarize text**
- **Take notes (e.g., for research)**
- **Create expository text to explain graphs/charts**
- **Produce research reports using multiple sources/citations**

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

Curriculum Units

Unit 1:   **Change**

Unit 2:   **Challenges**

Unit 3:   **Relationships**

Unit 4:   **Home**

Unit 5:   **Human Spirit**

Unit 6:   **The Sky**

Unit 1 - Change

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
How can change improve people's lives? What do you think daily life was like hundreds of years ago? How would your life be different if we didn't have some of these advances today?	**Literary Words:** plot, conflict, imagery, setting **Word Study:** Double consonants, nouns that modify nouns, apostrophes, spelling long a/e **Reading Strategy**: analyze historical context, recognize sequence, visualize, preview **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** Sequence words and phrases, appositives, simple past, comparison structures (adj, adv) order of adj.; compound adj. **Writing:** Descriptive, use chronological order, sensory details, spatial order, impressions	Describe event, object, place, group of people Team presentation Descriptive Essay Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 2 - Challenges

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
What are the benefits of facing challenges? Do you think there are benefits in facing a challenge? What is one challenge you or someone you know has faced? Was the outcome a positive one? Is it always a good thing to face a challenge? What do you think the quote means, "What doesn't kill me makes me stronger?"	**Literary Words:** characters, point of view, author's influences, external conflict **Word Study:** ch & tch words, prefixes im-, over-, um-, after- **Reading Strategy:** skim, identify problems & solutions, predict, recognize cause and effect **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** Prepositions: present/past progressive, Gerunds, simple and compound sentences, passive voice regular/irregular participles **Writing:** Fictional narrative, POV and consequences of POV, character traits and dialogue	Personal narrative Fictional narrative Write a story starter Rewrite a familiar story Write a personal letter, Write a dialogue Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 3 - Relationships

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
How are relationships with others important? When you meet new people, how do you decide if you want to be friends with them?	**Literary Words:** foreshadowing, irony, oral tradition, legend, character motive **Word Study:** spelling s- blends, suffixes –er, -or, synonyms, sound-letter relationships **Reading Strategy:** analyze cultural context, compare/contrast, identify w/ character, classify **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** Imperatives – embedded questions, agreement complex sentences, transitions to show contrast, cause & effect, similarity, antecedent pronoun agreement, parallel structure **Writing:** Expository, sequence, classification	How-to-demonstration Expository Essay Write instructions Write a critique Write a classifying paragraph Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 4 - Home

Essential Questions	Instructional Objectives/ Skills and Benchmarks _(CPIs)_	Activities	Assessments
What does home mean? Is it possible to have more than one home? Is home always a physical space? What feelings do you have when you are at home?	**Literary Words:** suspense, climax, speaker, symbol **Word Study:** silent letters, homophones, long o, suffix -ion **Reading Strategy:** use visuals, summarize, monitor comprehension, analyze text structure **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** adjectival clauses, adverbial clauses, factual conditional **Writing:** Expository, 5 w's, interpretation	Write a magazine article Write a plot summary Respond to literature Write a problem and solution paragraph Reader's Theater Games	Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio

Unit 5 - Human Spirit

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
What is the human spirit? Where do the qualities of helping others, even in the most challenging situations, come from? Are these qualities extraordinary, or are they part of the human spirit? What helps you do your best, even when you may be tired or upset?	**Literary Words:** dialogue, theme, diary, drama, stage direction **Word Study:** capitalization, words ending consonant + -le, -al, -le, /j/ spelling, antonyms **Reading Strategy:** inferences, fact and opinion, read aloud, main ideas and details **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** phrasal verbs, present perfect progressive, punctuation in quotations **Writing:** Persuasive	Give a radio commercial Write an advertisement Write a review Write a persuasive essay Write a 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 6 - The Sky

Essential Questions	Instructional Objectives/ Skills and Benchmarks *(CPIs)*	Activities	Assessments
How does the sky influence us? What do you know about the night sky? Do you believe that it is possible for the sky to influence people on Earth? Why do you think that humans have been so interested in visiting the moon?	**Literary Words:** personification, stanza, rhyme, myth **Word Study:** lexical sets, long i spelling, acronyms, Greek and Latin roots **Reading Strategy:** connect ideas, read for enjoyment, take notes, analyze text structure **Listening & Speaking:** Reader's Theater, dramatic reading, retell **Grammar:** semi-colons, colons, title rules, parenthesis, brackets, ellipses, quoting sources, transitional clauses **Writing:** Research, frame questions that direct investigation, paraphrases, quotations	Write poetry Create/use a main idea web Write introductory para. Write a research report Reader's Theater Create graphic organizers	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 & Organization	• 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 • Compositional 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 Construction	• 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