

Moonachie School District

Curriculum Guide

ESL 2

Grade Levels: 6 to 8

Board Approved: September 29, 2015

Goals/Objectives

The ESL program provides instruction for a wide range of language proficiency. The program seeks to expose students to the target language and culture and assist them in becoming multicultural individuals. Various activities and teaching strategies are used to assure that each student becomes proficient in oral, written and auditory activities. A student is assessed through various methods that include but are not limited to: standardized state testing, standardized language assessment, unit tests, quizzes, oral examinations, conversations and their ability to communicate in the target culture and other areas of studies.

ESL teachers integrate in the lessons multiple teaching strategies that are supported by WIDA standards. Classroom activities include the integration of supplemental materials such as: authentic reading materials, movies, listening comprehension activities, creative writing tasks and the integration of other content areas of study. The aim for the ESL programs is to assure that the students are provided with all the opportunities that will integrate them successfully into other classes of content areas classes as well as within their community. Annually, each student is assessed carefully and considered for placement in the appropriate level of proficiency.

Standards

English Language Learners will be able to:

I. Communicate for social and instructional purposes within the school setting.

A. Listening

1. Follow everyday conversations with teachers or other adults.
2. Match idiomatic or slang expressions pertaining to classroom routines with Illustrations. (1.L.3)

B. Speaking

1. Recommend or suggest songs, Web sites or other interests and give reasons for selection in a small group.
2. Express personal preferences and give reasons for selection from visuals (1.S.3)

C. Reading

1. Scan material from visually supported text to identify details that confirm main ideas
2. Compare information from workplace related forms supported visually or graphically. (1.R.3)

D. Writing

1. Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner.
2. Respond to personal or business correspondence from models (1.W.3)

II. Communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

A. Listening

1. Comedies: Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner.
2. Satire: Compare intonation patterns of satirical/nonsatirical speech working with a partner.
3. Multiple meanings: Sort examples of words, phrases or sentences with multiple meanings from visuals according to context. (2.L.3)

B. Speaking

1. Multicultural world literature: Compare/contrast features of similar story lines.
2. Character development: Compare character assets and flaws using visuals or graphic organizers with L1 support.
3. Analogies and Symbolism: Relate analogies or symbolism using visual support. (2.S.3)

C. Reading

1. Match cause of influences on familiar people's lives with effect using visuals and multisentence text in small groups.
2. Bias: Identify evidence of bias in various texts using models or criteria and share with a partner.
3. Author's perspective and point of view: Identify main ideas and supporting details related to author's perspective in visually supported paragraphs.
4. Autobiographical and biographical narratives: Match cause of influences on people's lives with effect using visuals and multi-sentence text. (2.R.3)

D. Writing

1. Note taking: Produce sentence outlines from discussions, lectures or readings.
2. Conventions and mechanics: Reflect on use of newly acquired language or language patterns.
3. Critical commentary: Summarize critical commentaries on issues from illustrated models or outlines.
4. Literal and figurative language: Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks. (2.W.3)

3. Communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

A. Listening

1. Quadrilaterals: Locate intersections of geometric figures based on visual representations and oral descriptions.
2. Coordinates, planes, graphs and equations: Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions. (3.L.3)

B. Speaking

1. Problem solving: Sequence sentences to show how to solve problems using visual support and confirm with a partner.
2. Mathematical relations and functions: Give examples of representations of functions of two variables from illustrations and notation. (3.S.3)

C. Reading

1. Multi-dimensional shapes: Compare/contrast multi-dimensional shapes or arguments within visually supported text.
2. Data display and interpretation: Display data sets in charts, tables or graphs according to written directions in small groups. (3.R.3)

D. Writing

1. Scale and proportion: Compare/contrast figures or real-life objects based on scale and proportion.
2. Formulas and equations: Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language. (3.W.3)

4. Communicate information, ideas and concepts necessary for academic success in the content area of Science.

A. Listening

1. Elements and compounds: Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner.
2. Atoms, molecules, nuclear structures: Distinguish between types or properties of elements or compounds from diagrams and oral descriptions. (4.L.3)

B. Speaking

1. Ecology and adaptation: Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers.
2. Life cycles: Describe sequence within food chains or life cycles from diagrams or graphic organizers. (4.S.3)

C. Reading

1. Genetics and heredity: Predict traits of individuals or groups based on visually supported text.

2. Scientific research and investigation: Describe use of data from scientific research presented in tables, charts or graphs with text. (4.R.3)

D. Writing

1. Chemical and physical change: Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences.

2. Taxonomic systems: Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers. (4.W.3)

5. Communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

A. Listening

1. Supply and demand: Compare resources or products in supply or demand from maps or graphs and oral statements.

2. Global economy: Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts. (5.L.3)

B. Speaking

1. Social issues and inequities: Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons.

2. Federal, civil and individual rights: Compare federal, civil or individual rights in U.S. to native or other countries using visual support. (5.S.3)

C. Reading

1. Behavior of individuals and groups: Compare/contrast visually supported information on behavior of individuals and groups from various news sources.

2. World histories, civilization and cultures: Classify features of periods in world history from descriptive sentences and timelines. (5.R.3)

D. Writing

1. Survey research: Describe how to compile and state results of visually supported survey research in small groups.

2. Historical figures and times: Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models. (5.W.3)

Unit Plan

Students will comprehend and communicate orally and in writing, using the following grammatical features:

1. Present Progressive and Simple Present	2 weeks
2. Imperative	2 weeks
3. Simple Past	2 weeks
4. Past Progressive and Simple Past	2 weeks
5. "Used to"	1 week
6. Future	2 weeks
7. Future Time Clauses	1 week
8. Wh- Questions: Subject and Object	1 week
9. Reflexive and Reciprocal Pronouns	1 week
10. Phrasal Verbs	3 weeks
11. Ability: Can, Could, Be able to	2 week
12. Permission: Can, Could, May, Do you mind	1 week
13. Requests: Can, Could, Would, Would you mind	1 week
14. Advice: Should, Ought to, Had better	1 week
15. Suggestions: Let's, Could, Why don't, Why not, How about	1 week
16. Present Perfect: Since and For	2 weeks
17. Present Perfect: Already and Yet	1 week
18. Present Perfect: Indefinite Past	1 week
19. Present Perfect and Simple Past	1 week
20. Present Perfect Progressive and Present Perfect	1 week
21. Nouns and Quantifiers	2 weeks
22. Articles: Indefinite and Definite	1 week
23. Adjectives and Adverbs	1 week
24. Adjectives: Comparisons with As...as and Than	1 week
25. Adjectives: Superlatives	1 week
26. Gerunds: Subject and Object	2 weeks

Assessments

Tests:

- Units
- Grammatical Concepts
- Listening Comprehension
- Vocabulary Assimilation
- Cultural Themes

Quizzes:

- Grammatical Concepts
- Listening Comprehension
- Vocabulary Assimilation
- Cultural Themes
- Dictation

Reading Assessment:

- Reading Comprehension
- Summaries
- Sequencing
- Note Verification
- Oral Response
- Reading Performance

Writing Assessment:

- Thematic Essays
- Persuasive Essays
- Correspondence
- Dialogues
- Publishing
- Research Based Projects

Oral Performance:

- Dramatic Performances
- Poetry Recitation
- Interviews
- Class Presentation
- Debates

Resources

Textbook: Ekstut, S., Focus on Grammar, (2006) Pearson Longman

Hart, Diane, World History Part 1, (1991) Globe Fearon

Books: Various authentic novels appropriate to the themes of study.

Movies: San Francisco: Documentary