

Moonachie Public Schools Public Schools

Curriculum Guide

ESL 3

Board Approved: September 29, 2015

Grade Levels: 6 to 8

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. React to discourse related to school life from indirect sources.
2. Identify figurative language pertaining to classroom routines. (1.L.4)

B. Speaking

1. Discuss pros and cons based on recommendations or suggestions for a variety of everyday information sources.
2. Explain, elaborate and defend personal preferences from visuals. (1.S.4)

C. Reading

1. Skim materials from visually supported text for meaning of words, phrases or sentences in context.
2. Interpret information about situations in the workplace supported visually or graphically. (1.R.4)

D. Writing

1. Summarize information from various sources in paragraph form and share with a partner.
2. Produce personal or business correspondence from models. (1.W.4)

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

A. Listening

1. Comedies: identify comedic elements from oral discourse and visuals. Identify subtle comedic elements from oral discourse and visuals
2. Satire: Identify satire or inferences in speech from intonation patterns working with a partner.

3. Multiple meanings: Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support. (2.L.4)

B. Speaking

1. Multicultural world literature: Compare author's points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles.
2. Character development: Discuss, with examples, character development using visuals or graphic organizers.
3. Analogies and Symbolism: Discuss and extend analogies or symbolism within familiar contexts using visual support. Explain meaning of analogies or symbolism within familiar contexts. (2.S.4)

C. Reading

1. Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups.
2. Bias: Critique information in regard to bias from various sources including web sites using models or criteria and share with a partner
3. Author's perspective and point of view: Interpret author's perspective in literary text to other contexts.
4. Autobiographical and biographical narratives: Interpret impact of people's lives on others or society using visuals and paragraph-level text. (2.R.4)

D. Writing

1. Note taking: Summarizes notes from lectures or readings in paragraph form.
2. Conventions and mechanics: Revise or rephrase written language based on feedback from teachers, peers and rubrics.
3. Critical commentary: Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines.
4. Literal and figurative language: Elaborate on examples of literal and figurative language with or without illustrations (2.W.4)

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

A. Listening

1. Quadrilaterals: Compare two- and three-dimensional figures based on visual representations and oral descriptions.
2. Coordinates, planes, graphs and equations: Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language. (3.L.4)

B. Speaking

1. Problem solving: Describe two or more approaches to solve problems using visual support and share with a partner.
2. Mathematical relations and functions: Interpret representations of functions of two variables with or without visual support. (3.S.4)

C. Reading

1. Multi-dimensional shapes: Match specific and some technical language associated with components of geometric arguments, construction of shapes to visually supported text.
2. Data display and interpretation: Interpret data presented in charts, tables or graphs in small groups. (3.R.4)

D. Writing

1. Scale and proportion: Give detailed examples from diagrams of the use of scale and proportion.
2. Formulas and equations: Explain the uses of equations or formulas using figures, notation and complex sentences. (3.W.4)

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

A. Listening

1. Elements and compounds: Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner.

2. Atoms, molecules, nuclear structures: compare/contrast functions of atomic or molecular structures or models for diagrams and oral descriptions.. (4.L.4)

B. Speaking

1. Ecology and adaptation: Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups

2. Life cycles: Explain the importance or impact of the interactive nature of food chains or life cycles. (4.S.4)

C. Reading

1. Genetics and heredity: Analyze and identify reasons for genetic alterations based on visually supported text

2. Scientific research and investigation: Interpret data from scientific research presented in text and tables. (4.R.4)

D. Writing

1. Chemical and physical change: Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form.

2. Taxonomic systems: Compare/contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers. (4.W.4)

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

A. Listening

1. Supply and demand: Analyze oral scenarios related to resources or products in supply or demand from maps or graphs.

2. Global economy: Compare/contrast economic trends of regions or countries from oral discourse and maps and charts.. (5.L.4)

B. Speaking

1. Social issues and inequities: Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives.

2. Federal, civil and individual rights: Discuss federal, civil or individual rights in US or native country and their personal impact using visual support. (5.S.4)

C. Reading

1. Behavior of individuals and groups: Interpret visually supported information on behavior of individuals and groups from various news sources.
2. World histories, civilization and cultures: Compare/contrast features of periods in world history based on paragraphs and timelines. (5.R.4)

D. Writing

1. Survey research: Summarize responses to interview questions from visually supported survey research in small groups.
2. Historical figures and times: Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs. (5.W.4)

Unit Plan

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

1. Simple Present and Present Progressive	2 weeks
2. Simple Past and Past Progressive	2 weeks
3. Simple Past, Present Perfect, and present Progressive	3 weeks
4. Past Perfect and Past Perfect Progressive	3 weeks
5. Future and Future Progressive	2 weeks
6. Future Perfect and Future Perfect Progressive	3 weeks
7. Negative Yes / No Questions and Tags	2 weeks
8. So, Too, Neither, Not either, and But	1 weeks
9. Gerunds and Infinitive: Review and Expansion	3 weeks
10. Make, Have, Let, Help, and Get	2 weeks
11. Expansion of Phrasal Verbs	3 weeks
12. Phrasal- Separable and Inseparable	2 weeks
13. Adjective Clauses with Subject Relative Pronouns	2 weeks
14. Adjective Clauses with Object Relative Pronouns or When and Where	2 weeks
15. Expansion of Modals and Similar Expressions	3 weeks
16. Advisability in the Past	2 weeks
17. Speculation and Conclusions about the Past	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 2, (1991) Globe Fearon

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

Movies: It's a Wonderful Life