

ESL IV

English as a Second Language IV Curriculum

**ESL Curriculum alignment with
NJ English Language Proficiency Standards
(Incorporating NJCCC and WIDA Standards)**

Revised November, 2011

The ESL program at PCTI is designed to assist students whose first language is not English to acquire proficiency in the English language. Students receive developmentally appropriate instruction in the areas of listening, speaking, reading and writing. Students receive one class period per day of English language instruction in a sheltered classroom plus in class support in history and science. The in class support is provided by a certified ESL teacher in conjunction with the classroom teacher.

Students are assigned to ESL classes according to grade level. Need for ESL services is determined based on IPT and ACCESS test scores, other standardized test scores, prior ESL inclusion, and teacher recommendation.

The ESL curriculum is aligned with the NJCCCS and WIDA standards.

Twelfth grade ESL Revised November, 2011

I. Course Description

Students in their senior year will hone higher level critical thinking skills through the study of various forms of literature. Students will use parallel texts to approximate some of the materials used in the mainstream English courses. Students will work on increasing higher level vocabulary skills in order to express their ideas more incisively. Students will be able to answer open ended questions cogently and develop well organized and thoughtful essays across the curriculum. Students will especially emphasize language skills necessary to pass the HSPA test. In addition, students will view history as portrayed in literature with emphasis on the Great Depression and World War II. Students will refine their language skills which will enable them to enter a career upon graduation or further their education in college or technical school.

II. Course outline

A. Vocabulary (RL 11-12.4-6)

1. Memorize advanced academic vocabulary
2. Use context clues to determine meaning
3. Understand use of synonyms and antonyms
4. Understand meaning of American idioms/figurative language

B. Literature (RL 11-12.1-7,9-10 and RI 11-12.1-10)

1. short stories
2. non-fiction
3. poetry
4. novels
5. drama
6. historical elements from the Depression and World War II as integral part of certain literary works

C. Writing (W 11-12.1-10)

1. Prewriting
 - a. developing ideas
 - b. organizing support
2. Drafting
 - a. paragraph
 - i. topic sentence
 - ii. body
 - iii. concluding sentence
 - b. Essay
 - i. introductory paragraph
 - ii. body-details
 - iii. concluding paragraph
3. Persuasive and expository essays
 - a. audience
 - b. format
 - c. graphic organizer
4. Revising
 - a. clarity/cohesion
 - b. sentence structure
 - c. mechanics
5. Writing about literature
 - a. response to literature
 - b. identifying literary elements and figures of speech
 - c. connect literature to personal experience/other texts
 - d. understand historical connections of some literature

D. Grammar(L 11-12. 1-6)

1. Mechanics
 - a. spelling
 - b. punctuation and capitalization
 - c. use of quotation marks, italics, underlining
 - d. use of numerals
2. Usage
 - a. verb tenses
 - b. subject verb agreement
 - c. modifiers
 - d. parallel construction

E. Research (RI 11-12.1-10, W 11-12.1-10)

1. Use of library to gather information
2. Prepare outline and notes
3. Write and revise paper
4. Document sources

F. Communication (SL 11-12. 1-6)

1. Critical listening
2. Ability to answer questions orally
3. Ability to participate in group discussions
4. Ability to present power point presentations/speeches

G. HSPA/SAT Preparation (L 11-12. 4-6)

1. Develop ability to use context clues
2. Be familiar with state rubrics
3. Develop strategies for open-ended questions
4. Be familiar with five paragraph format for persuasive and expository essays

III. Evaluation

During each marking period in the twelfth grade, a combination of the following methods will be used to evaluate each student's performance:

- Class participation
- Writing assignments
- Homework and class assignments
- Quizzes
- Tests
- Reports/projects
- Research paper
- Cooperative learning projects

Use of technology

Technology has become increasingly important in our modern world. As a result, as part of a thorough education, PCTI will be using a variety of technological programs. Some of the most common programs that ESL students will use are:

- Blackboard
- Smartboard
- Microsoft Word
- Online Library catalog
- Powerpoint
- Online resources

IV. Textbooks and Materials

Vocabulary Workshop book B (Sadlier-Oxford, 2005)

Grammar for Writing-green level (Sadlier-Oxford, 2007)

Of Mice and Men by John Steinbeck (1937)

The Boy in the Striped Pajamas by John Boyne (2006)

Macbeth by William Shakespeare(No Fear Shakespeare, Spark Publishers, 2003)

Write in Style- A Guide for the Short Term Paper by Edward P. Von der Porten

Dark Days: America's Great Depression (Perfection Learning, 2000)

HSPA prep materials

Supplemental workbooks in grammar, reading and writing

VI. Scope and Sequence Chart Grade 12

Skill To Be Learned	I = Introduced D = Developed in Depth R = Reinforced
Acquire advanced academic vocabulary	D,R
Identify more advanced literary terms	I,D,R
Interpret figurative language	D,R
Develop a well written expository essay	D,R
Develop a well written persuasive essay	D,R
Use sentence mechanics to enhance clarity	D,R
Use transition words effectively	D,R
Employ a variety of sentence structures in writing	D,R
Answer open ended questions effectively	D,R
Revise/edit essays	D,R
Recognize major forms of literature	D,R
Be able to analyze author's theme/purpose	D,R
Understand/analyze a character's motivation	D,R
Understand the connection between history and literature	D,R
Engage in peer sharing to assess literature/ respond to writing samples	D,R
Be able to use a variety of reference resources to gather information	D,R
Prepare a well written research paper	D,R
Document research paper correctly	D,R
Demonstrate the ability to listen effectively	D,R
Be able to create an effective resume and complete job applications	D,R
Complete college application essays effectively	I,D,R
Be able to give oral presentations for various audiences and purposes	D,R

WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Listening

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
<ul style="list-style-type: none"> • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., “These are polygons.”) • Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> • Match or classify oral descriptions to real-life experiences or visually represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions 	<ul style="list-style-type: none"> • Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally 	<ul style="list-style-type: none"> • Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly

**WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Speaking**

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
<ul style="list-style-type: none"> • Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> • Describe persons, places, events, or objects • Ask WH-questions to clarify meaning • Give features of contentbased material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> • Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> • Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> • Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) • Negotiate meaning in pairs or group discussions

**WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Reading**

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
<ul style="list-style-type: none"> • Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH-questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> • Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> • Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> • Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> • Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source

WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Writing

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
<ul style="list-style-type: none"> • Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences 	<ul style="list-style-type: none"> • Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH-questions from models • Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> • Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> • Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports 	<ul style="list-style-type: none"> • Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures

Grade 12 ESL Student Handout

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Proficiencies

Student will:

1. Acquire advanced academic vocabulary
2. Identify more advanced literary terms
3. Interpret figurative language
4. Develop a well written expository essay
5. Develop a well written persuasive essay
6. Use sentence mechanics to enhance clarity
7. Use transition words effectively
8. Employ a variety of sentence structures in writing
9. Answer open ended questions effectively
10. Be able to revise and edit essays
11. Recognize major forms of literature
12. Be able to analyze an author's theme and purpose
13. Understand and analyze a character's motivation
14. Understand the connection between history and literature
15. Engage in peer sharing to assess literature and respond to writing samples

16. Be able to use a variety of reference resources to gather information
17. Prepare a well written research paper
18. Document a research paper correctly
19. Demonstrate the ability to listen effectively
20. Be able to create an effective resume and complete job applications
21. Complete college application essays effectively
22. Be able to give oral presentations for various audiences and purposes

