

Course Overview

Name of Course: ESL 7-12

Name of Department: ESL

Course Summary:

Course Description:

The English as a Second Language Program (ESL) is one in which the limited English student receives at least one period a day of ESL instruction. The instruction is divided into three levels: Basic, Intermediate, and Advanced. During all other times the student attends to the normal school routine. The purpose of the ESL program is to provide English instruction, including academic language skills, in order to prepare students to function successfully in their classes. The course allows for flexibility in instruction providing students the opportunity to learn according to their preferred styles and proficiency levels. Emphasis is placed upon the total development of the student, which includes the social, the emotional and the cognitive areas. Lessons are planned to appeal to both the affective and cognitive domains and are related to the pupil's own experience. Five areas of language are recognized as basic: listening, speaking, reading, writing, and viewing. Students are instructed in areas of need. In addition, various aspects of the American culture are introduced. New Jersey Student Learning Standards will be a focus.

Course Expectation:

Through thematic units that incorporate language and content objectives, students will acquire BICS (basic interpersonal communication skills) and CALP (cognitive academic language proficiency), which will allow them to effectively communicate in the four domains and facilitate their success in content courses, real-world scenarios, and future careers. Students will also apply critical thinking, problem solving, and metacognitive skills to successfully complete learning tasks.

Course Essential Questions (Big Ideas):

How will proficiency in the four language domains empower me now and in the future?

How will proficiency in academic vocabulary and the four language domains help me in language arts, math, science, and social studies classes?

How can I use my prior learning and my cultural background to connect to new learning and life experiences?

How can conferencing, goal-setting, and reflection improve my performance as a student?

Why are problem solving, critical thinking, and technology skills essential for success?

Alignment with New Jersey Student Learning Standards:

PRSD Revision: August 2017

NJ DOE Adopted: September 2017

BOE Approved (revision): September 2017

State Standard Adopted by PRSD: September 2017

BOE Annual Approval: April 2017

ELA: NJSLSA.R1-R10; NJSLSA.W1-W10; NJSLSA.SL1-SL6; NJSLSA.L1-L6

Mathematics:

Standards for Mathematical Practice 1-8: (as applied to thematic unit projects)

make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; look for and express regularity in repeated reasoning

Academic vocabulary and big ideas associated with:

- Ratios and Proportions
- Number System
- Expressions and Equations
- Geometry

Alignment with WIDA English Language Development Standards:

WIDA 1: Social and Instructional Language

WIDA 2: Language of Language Arts

WIDA 3: Language of Mathematics

WIDA 4: Language of Science

WIDA 5: Language of Social Studies

Alignment with TESOL Technology Standards for Language Learners:

Goal 1 Standards 1-4

Goal 2 Standards 1 & 2

Goal 3 Standards 1-5

Alignment with NJSLS 21st Century Skills Content Standards:

Career Ready Practices CRP1-12

Personal Financial Literacy, Income and Careers 9.1.12.A.1-9 (as needed grades 10-12)

Career Preparation 9.2.12.C.1-9 (as needed grades 10-12)

Alignment with NJSLS 21st Century Skills Content Standards:

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee (student).

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Course Requirements and Major Assignments:

Students' English language proficiency levels will be assessed upon entering the ESL program using the WIDA MODEL assessment.

Students will be required to complete pre and post-assessments, benchmarks, and a culminating project for each thematic unit.

Students must take the ACCESS for ELLs assessment of English language proficiency once per year.

Students will exit the program based on multiple measures, including ACCESS ELP scores, content class performance, and teacher feedback.

Students may not have more than 20 unexcused absences in a school year; more than twenty absences will result in a loss of credit for the course.

This course is considered to be an elective. In some cases, newcomers may receive English or World Language credits for ESL.

Course Unit/Pacing Guide

Unit #	Unit Title/Major Concepts	Duration: Weeks & School Calendar
1	Social and Instructional Language (SIL)	Throughout course
2	Language of Language Arts (LoLA)	Throughout course
3	Language of Mathematics (LoMA)	Throughout course
4	Language of Science (LoSc)	Throughout course
5	Language of Social Studies (LoSS)	Throughout course

Course Unit 1

Unit Title: Social and Instructional Language (WIDA 1: SIL)

Date/Duration: throughout course

WIDA Standard addressed:

WIDA 1 Social and Instructional Language

TESOL Technology Standards for Language Learners addressed:

Goal 1 Standards 1-4

Goal 2 Standards 1 & 2

Goal 3 Standards 1-5

New Jersey Student Learning Standard(s) (NJSLS) addressed:

Course designed to teach social and academic vocabulary and big ideas necessary to meet the NJSLS in the content areas

NJSLS 21st Century Skills Content Standards(s) addressed:

Career Ready Practices CRP1-12

Personal Financial Literacy, Income and Careers 9.1.12.A.1-9 (as needed grades 10-12)

Career Preparation 9.2.12.C.1-9 (as needed grades 10-12)

NJSLS Technology Content Standard(s) addressed:

See *“TESOL Technology Standards for Language Learners”*

Primary Interdisciplinary Connections:

Content classes, electives, and social/extracurricular activities

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- communicate for social and instructional purposes within the school setting.
- apply academic vocabulary and big ideas from thematic units to complete authentic tasks and solve real-world problems related to social and instructional language.

Meaning

Understandings:

- Conversations require interpersonal skills.
- Reading and listening require interpretive skills.
- Formal speaking and writing require presentational skills.
- Knowledge of English vocabulary and grammar is necessary to be successful in content classes.

Essential Questions:

- How will proficiency in the four language domains empower me now and in the future?
- How will proficiency in academic vocabulary and the four language domains help me in language arts, math, science, and social studies classes?
- How can I use my prior learning and

• Cultural practices affect communication. • Technology is a useful resource for both language and content acquisition.	my cultural background to connect to new learning and life experiences? • How can conferencing, goal-setting, and reflection improve my performance as a student? • Why are problem solving, critical thinking, and technology skills essential for success?
Acquisition	
Students will know... • Academic and social vocabulary and big ideas associated with social and instructional language in the school setting. • Authentic tasks and problem solving require application of prior learning, critical thinking, and use of strategies. • Social language may contain slang, idiomatic expressions, and formal and informal register. • Communication can differ in terms of amount of speech, gestures used, proximity of speakers, and level of formality depending on the cultures of the speakers. • Understanding cultural norms is helpful to achieve goals both inside and outside of the classroom.	Student will be able to.... • Apply academic vocabulary and big ideas to learning activities in ESL class, content and elective classes, and social interactions. • Synthesize content knowledge, language skills, technology, and to successfully complete project-based assessments. • Apply understanding of cultural norms to social and instructional communication.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks/ Alternative Assessments: • Culminating projects for thematic units • Writing portfolio samples • Benchmarks	Formative • Pre-assessments • Exit tickets • Self-assessment rubrics • Reflective journals • ACCESS for ELLs reproducible activity sheets Summative • Post-assessments

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Learning Activities:

- Content will be incorporated into four thematic units per year.
- Learning activities will address:
 - the four language domains.
 - academic vocabulary and big ideas related to SIL.
 - research and technology skills.
 - reading and vocabulary/word strategies.
 - grammar through direct instruction and comprehensible input.
 - metacognitive strategies.
- Learning activities will promote gains in:
 - linguistic complexity- amount and quality of language produced (discourse)
 - language forms and conventions- structure and comprehensibility (sentence)
 - vocabulary usage- specificity of words or phrases (word and phrase)

Language Expectations (including but not limited to):

	Tier 1: ELP Levels 1& 2	Tier 2: ELP Levels 3 & 4	Tier 3: ELP Level 5*
Academic Vocabulary	General content words/phrases related to: Saying the Alphabet Days and Months Colors Common Verbs Useful Words Numbers 0-100 World Map U.S. Map Parts of the Body	Specific and technical content words/phrases related to: Personal Information Around School Money Nurse's Office Relating to Others Everyday Math Science at School	Precise technical and abstract content area vocabulary at or approaching grade level
Linguistic Complexity, Forms, and Conventions	Short and long vowel sounds Consonants m and j Consonants b and p Consonants d and s Consonants f and t Vowel pair ou Consonant pairs th and	Verb to be Yes/no questions with am/are/is Contractions with pronouns Negative contractions Object pronouns Use this/that/ and	Rich, descriptive, and organized discourse that coherently expresses ideas using complex sentences and a variety of grammatical structures

	ch	these/those Use has/have Negative short answers Articles a and an Adjectives	
Will be applied in order to:			
Understand (Reading & Listening)	Single statements and questions and multiple related simple sentences An idea within chunks of language and an idea with details Simple and compound grammatical structures Common social and instructional patterns Repetitive phrasal and sentence patterns	Discourse and connected discourse with a series or variety of sentences Related and expanded ideas specific to SIL Compound and complex grammatical structures A broad variety of sentence patterns characteristic to SIL	Reading and viewing tasks required for ESL, content classes, and social interactions with minimal support
Produce (Speaking & Listening)	Words, phrases, chunks of language, short sentences Single words to represent ideas and emerging expression of ideas Phrase-level and formulaic grammatical structures Repetitive phrasal and sentence patterns in SIL and familiar contexts	Short, expanded, and complex sentences Organized and cohesive expression of ideas related to SIL A variety of compound and complex grammatical structures suited to purpose A broad range of sentence patterns particular to SIL	Speaking and writing tasks required for ESL, content classes, and social interactions with minimal support

*** Students exit the ESL program at or after ELP Level 5 (“Bridging”). Students who have reached ELP Level 6 (“Reaching”) demonstrate language proficiency comparable to their non-ELL, grade-level peers and do not require language-related supports in social and instructional language.**

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments

Specific Resources for Unit

To be outlined in Thematic Unit plans and added to curriculum as updates

General Resources for Course

Textbooks:

- *ACCESS for ELLs* series
- Jamestown: *Reading in the Content Area* series
- Jamestown: *Reading Math; Reading Science; Reading Social Studies*
- *Oxford Picture Dictionary*
- *Oxford Picture Dictionary for Content Areas*
- Textbooks from content area classes (e.g. *Pearson Literature* series)

Reproducible Activities and Assessments:

- *ACCESS for ELLs* Newcomer boxed set

Literature and Informational Texts:

- American Reading Company leveled texts
- Adapted versions of literature required for ELA content classes
- Welcome Newcomers audio-books boxed set

Technology:

- ESL Reading Smart Web-Based Program
- Study Island Web-Based Program
- Internet
- Google: Docs, Classroom, Gmail, etc.

Standardized Assessments:

- WIDA MODEL 6-8 and 9-12
- Brigance ABS-R

Authentic Documents, Movies, and Manipulatives:

- Outlined in Thematic Unit Plans

Course Unit 2

Unit Title: Language of Language Arts (WIDA 2: LoLA)

Date/Duration: throughout course

WIDA Standards addressed:

WIDA 2 Language of Language Arts

TESOL Technology Standards for Language Learners addressed:

Goal 1 Standards 1-4

Goal 2 Standards 1 & 2

Goal 3 Standards 1-5

New Jersey Student Learning Standard(s) (NJSLS) addressed:

PRSD Revision: August 2017

BOE Approved (revision): September 2017

BOE Annual Approval: April 2017

NJ DOE Adopted: September 2017

State Standard Adopted by PRSD: September 2017

NJSLSA.R1-R10; NJSLSA.W1-W10; NJSLSA.SL1-SL6; NJSLSA.L1-L6

NJSLS 21st Century Skills Content Standards(s) addressed:

Career Ready Practices CRP1-12

NJSLS Technology Content Standard(s) addressed:

See *“TESOL Technology Standards for Language Learners”*.

Primary Interdisciplinary Connections:

ELA 7-12

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- apply academic vocabulary and big ideas from thematic units to complete authentic tasks and solve real-world problems related to language arts.

Meaning

Understandings:

- Speaking, listening, reading, and writing have both academic and real-world applications.
- Information, ideas, and concepts learned in ESL should be applied to ELA classes.
- We can apply our prior learning and cultural backgrounds to make us better readers, writers, and communicators.
- Collaboration and reflection are effective tools in setting and attaining language-related goals.
- Technology and learning strategies can be applied to solve problems related to reading, writing, and

Essential Questions:

- How will proficiency in the four language domains empower me now and in the future?
- How will proficiency in academic vocabulary and the four language domains help me in language arts, math, science, and social studies classes?
- How can I use my prior learning and my cultural background to connect to new learning and life experiences?
- How can conferencing, goal-setting, and reflection improve my performance as a student?
- Why are problem solving, critical thinking, and technology skills

conversation.	essential for success?
Acquisition	
Student will know..... • The difference between literature and informational texts. • How to participate in ELA class when provided modified assignments and scaffolding. • The distinct purposes of narrative, research, and analytical writing. • How to hold a conversation using both verbal and nonverbal communication strategies. • How to apply knowledge of language rules and patterns to communicate effectively in all domains.	Student will be able to.... • Independently read literature and informational texts appropriate for ELP level. • Complete modified learning activities to comprehend grade level texts with scaffolding for ELP level. • Write for narrative, research, and analytical purposes with scaffolding for ELP level. • Participate effectively in a range of conversations with scaffolding for ELP level. • Apply knowledge of language conventions to effectively communicate and comprehend.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks/ Alternative Assessments: • Culminating projects for thematic units • Writing portfolio samples • Benchmarks	Other Evidence: Formative • Pre-assessments • Exit tickets • Self-assessment rubrics • Reflective journals • ACCESS Newcomers reproducible activity sheets Summative • Post-assessments
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	

Learning Activities:

- Content will be incorporated into four thematic units per year.
- Learning activities will address:
 - the four language domains.
 - academic vocabulary and big ideas related to LoLA.
 - research and technology skills.
 - the writing processes for narrative, research, and analytical writing.
 - reading and vocabulary/word strategies.
 - grammar through direct instruction and comprehensible input.
 - metacognitive strategies.
- Learning activities will promote gains in:
 - linguistic complexity- amount and quality of language produced (discourse)
 - language forms and conventions- structure and comprehensibility (sentence)
 - vocabulary usage- specificity of words or phrases (word and phrase)

Language Expectations (including but not limited to):

	Tier 1: ELP Levels 1 & 2	Tier 2: ELP Levels 3 & 4	Tier 3: ELP Level 5*
Academic Vocabulary	General content words/phrases related to: Letters and Sounds Sounds and Syllables Alphabetical Order Singular and Plural Phrasal Verbs Punctuation Sentences 5 Steps to Writing	Specific and technical content words/phrases related to: Spelling Basics Parts of Speech Kinds of Sentences Idioms Reading Process Reading a Paragraph Reading a Story	Precise technical and abstract content area vocabulary at or approaching grade level
Linguistic Complexity, Forms, and Conventions	Answer does questions Adjectives and adverbs Go or goes Use there is/are It and them Punctuation marks Sentence parts Uppercase letters	Present continuous Use in or at for places Commands Object pronouns Use should/shouldn't Subject/verb agreement Wh- questions	Rich, descriptive, and organized discourse that coherently expresses ideas using complex sentences and a variety of grammatical structures
Will be applied in order to:			
Understand	Single statements and	Discourse and	Reading and viewing

(Reading & Listening)	questions and multiple related simple sentences An idea within chunks of language and an idea with details Simple and compound grammatical structures Common social and instructional patterns Repetitive phrasal and sentence patterns	connected discourse with a series or variety of sentences Related and expanded ideas specific to ELA Compound and complex grammatical structures A broad variety of sentence patterns characteristic to ELA	tasks required for ELA and ESL classes with minimal support
Produce (Speaking & Listening)	Words, phrases, chunks of language, short sentences Single words to represent ideas and emerging expression of ideas Phrase-level and formulaic grammatical structures Repetitive phrasal and sentence patterns in ELA and familiar contexts	Short, expanded, and complex sentences Organized and cohesive expression of ideas related to ELA A variety of compound and complex grammatical structures suited to purpose A broad range of sentence patterns particular to ELA	Speaking and writing tasks required for ELA and ESL classes with minimal support

*** Students exit the ESL program at or after ELP Level 5 (“Bridging”). Students who have reached ELP Level 6 (“Reaching”) demonstrate language proficiency comparable to their non-ELL, grade-level peers and do not require language-related supports in the English Language Arts classroom.**

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals

- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments

Specific Resources for Unit

To be outlined in Thematic Unit plans and added to curriculum as updates

General Resources for Course

Textbooks:

- *ACCESS for ELLs* series
- Jamestown: *Reading in the Content Area* series
- Jamestown: *Reading Math; Reading Science; Reading Social Studies*
- *Oxford Picture Dictionary*
- *Oxford Picture Dictionary for Content Areas*
- Textbooks from content area classes (e.g. *Pearson Literature* series)

Reproducible Activities and Assessments:

- ACCESS for ELLs Newcomer boxed set

Literature and Informational Texts:

- American Reading Company leveled texts
- Adapted versions of literature required for ELA content classes
- Welcome Newcomers audio-books boxed set

Technology:

- ESL Reading Smart Web-Based Program
- Study Island Web-Based Program
- Internet
- Google: Docs, Classroom, Gmail, etc.

Standardized Assessments:

- WIDA MODEL 6-8 and 9-12
- Brigance ABS-R

Authentic Documents, Movies, and Manipulatives:

- Outlined in Thematic Unit Plans

Course Unit 3

Unit Title: Language of Mathematics (WIDA: 3)

Date/Duration: throughout course

WIDA Standard addressed:

WIDA 3 Language of Mathematics

TESOL Technology Standards for Language Learners addressed:

Goal 1 Standards 1-4

Goal 2 Standards 1 & 2

Goal 3 Standards 1-5

New Jersey Student Learning Standard(s) (NJSLS) addressed:

Standards for Mathematical Practice 1-8 as applied to thematic unit projects

Academic vocabulary associated with 7-12.RP, 7-12.NS, 7-12.EE, 7-12.G

NJSLS 21st Century Skills Content Standards(s) addressed:

Career Ready Practices CRP1-12

NJSLS Technology Content Standard(s) addressed:

See *“TESOL Technology Standards for Language Learners”*.

Primary Interdisciplinary Connections:

Math 7 and 8, Algebra I, Geometry, Algebra II

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
- apply academic vocabulary and big ideas from thematic units to complete authentic tasks and solve real-world problems related to mathematics.

Meaning

Understandings:

- Speaking, listening, reading, and writing have both academic and real-world applications.
- Information, ideas, and concepts learned in ESL should be applied to mathematics classes.
- We can apply our prior learning and cultural backgrounds to make us better mathematical problem-solvers.
- Collaboration and reflection are effective tools in setting and attaining mathematics-related goals.
- Technology and learning strategies can be applied to better understand mathematical vocabulary and problem-solving.

Essential Questions:

- How will proficiency in the four language domains empower me now and in the future?
- How will proficiency in academic vocabulary and the four language domains help me in language arts, math, science, and social studies classes?
- How can I use my prior learning and my cultural background to connect to new learning and life experiences?
- How can conferencing, goal-setting, and reflection improve my performance as a student?
- Why are problem solving, critical thinking, and technology skills essential for success?

Acquisition

Student will know.....

- Academic vocabulary and big ideas associated with ratios and proportions, the number system, expressions and equations, and geometry.
- Fractions, percents, and decimals represent parts of a whole.
- Numbers can be analyzed for different purposes.
- Equations are math sentences that show how numbers are related.

Student will be able to....

- Apply academic vocabulary and big ideas to learning activities in both ESL and mathematics classes.
- Apply and extend previous understandings of operations with fractions, percents, and decimals.
- Make sense of numbers through estimates, factors, multiples, mean, and mathematical properties.
- Discuss strategies for solving word problems and equations.

Points and lines describe polygons and their angles can be measured.	Identify and describe circles, lines, and polygons and discuss their measurements.
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Stage 2-Assessment Evidence

Students will show their learning by...

Performance Tasks/ Alternative Assessments:

- Culminating projects for thematic units
- Writing portfolio samples
- Benchmarks

Formative

- Pre-assessments
- Exit tickets
- Self-assessment rubrics
- Reflective journals
- ACCESS Newcomers reproducible activity sheets

Summative

- Post-assessments

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Learning Activities:

- Content will be incorporated into four thematic units per year.
- Learning activities will address:
 - the four language domains.
 - academic vocabulary and big ideas related to LoMa.
 - research and technology skills.
 - writing strategies for the math content area.
 - reading and vocabulary/word strategies.
 - grammar through direct instruction and comprehensible input.
 - metacognitive strategies.
- Learning activities will promote gains in:
 - linguistic complexity- amount and quality of language produced (discourse)
 - language forms and conventions- structure and comprehensibility (sentence)
 - vocabulary usage- specificity of words or phrases (word and phrase)

Language Expectations (including but not limited to):

	Tier 1: ELP Levels 1& 2	Tier 2: ELP Levels 3 & 4	Tier 3: ELP Level 5*
Academic Vocabulary	General content words/phrases related to:	Specific and technical content words/phrases related to:	Precise technical and abstract content area vocabulary at or

	Fractions Decimals Percents Estimating Factors and Multiples Math Properties	Finding Averages Word Problems Signed Numbers Solving Equations Points and Lines Angles and Circles Polygons	approaching grade level
Linguistic Complexity, Forms, and Conventions	Saying fractions Saying decimals Use have/had to Questions with do/does Questions with what is/are Present Progressive	Superlatives Use should/shouldn't Use or and nor Use a or an Adjectives Possessive nouns Use have or has	Rich, descriptive, and organized discourse that coherently expresses ideas using complex sentences and a variety of grammatical structures
Will be applied in order to:			
Understand (Reading & Listening)	Single statements and questions and multiple related simple sentences An idea within chunks of language and an idea with details Simple and compound grammatical structures Common social and instructional patterns Repetitive phrasal and sentence patterns	Discourse and connected discourse with a series or variety of sentences Related and expanded ideas specific to math Compound and complex grammatical structures A broad variety of sentence patterns characteristic to math	Reading and viewing tasks required for math and ESL classes with minimal support
Produce (Speaking & Listening)	Words, phrases, chunks of language, short sentences Single words to represent ideas and	Short, expanded, and complex sentences Organized and cohesive expression of ideas in math	Speaking and writing tasks required for math and ESL classes with minimal support

	emerging expression of ideas Phrase-level and formulaic grammatical structures Repetitive phrasal and sentence patterns in math and familiar contexts	A variety of compound and complex grammatical structures suited to purpose A broad range of sentence patterns particular to math	
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*** Students exit the ESL program at or after ELP Level 5 (“Bridging”). Students who have reached ELP Level 6 (“Reaching”) demonstrate language proficiency comparable to their non-ELL, grade-level peers and do not require language-related supports in the mathematics classroom.**

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments

Specific Resources for Unit

To be outlined in Thematic Unit plans and added to curriculum as updates

General Resources for Course**Textbooks:**

- *ACCESS for ELLs* series
- Jamestown: *Reading in the Content Area* series
- Jamestown: *Reading Math; Reading Science; Reading Social Studies*
- *Oxford Picture Dictionary*
- *Oxford Picture Dictionary for Content Areas*
- Textbooks from content area classes (e.g. *Pearson NJ Literature* series)

Reproducible Activities and Assessments:

- ACCESS for ELLs Newcomer boxed set

Literature and Informational Texts:

- American Reading Company leveled texts
- Adapted versions of literature required for ELA content classes
- Welcome Newcomers audio-books boxed set

Technology:

- ESL Reading Smart Web-Based Program
- Study Island Web-Based Program
- Internet
- Google: Docs, Classroom, Gmail, etc.

Standardized Assessments:

- WIDA MODEL 6-8 and 9-12
- Brigance ABS-R

Authentic Documents, Movies, and Manipulatives:

- Outlined in Thematic Unit Plans

Course Unit 4

Unit Title: Language of Science (WIDA 4)

Date/Duration: throughout course

WIDA Standard addressed:

WIDA 4 Language of Science

TESOL Technology Standards for Language Learners addressed:

Goal 1 Standards 1-4

Goal 2 Standards 1 & 2

Goal 3 Standards 1-5

New Jersey Student Learning Standard(s) (NJSLS) addressed:

Unit designed to teach the academic vocabulary and big ideas needed to meet the Next Generation Science Standards (NGSS)

NJSLS 21st Century Skills Content Standards(s) addressed:

Career Ready Practices CRP1-12

NJSLS Technology Content Standard(s) addressed:

See “TESOL Technology Standards for Language Learners”

Primary Interdisciplinary Connections:

Life, Physical, Earth, and Space Sciences

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- communicate information, ideas, and concepts necessary for academic success in the content area of science.
- apply academic vocabulary and big ideas from thematic units to complete authentic tasks and solve real-world problems related to science.

Meaning

Understandings:

- Speaking, listening, reading, and writing have both academic and real-world applications.
- Information, ideas, and concepts learned in ESL should be applied to science classes.
- We can apply our prior learning and cultural backgrounds to make us better scientific researchers and problem-solvers.

Essential Questions:

- How will proficiency in the four language domains empower me now and in the future?
- How will proficiency in academic vocabulary and the four language domains help me in language arts, math, science, and social studies classes?
- How can I use my prior learning and my cultural background to connect to

• Collaboration and reflection are effective tools in setting and attaining science-related goals. • Technology and learning strategies can be applied to better understand scientific vocabulary, research, and problem-solving.	new learning and life experiences? • How can conferencing, goal-setting, and reflection improve my performance as a student? • Why are problem solving, critical thinking, and technology skills essential for success?
Acquisition	
Student will know..... • Academic vocabulary and big ideas associated with physical, life, earth, and space sciences. • Authentic tasks and problem solving require application of prior learning, critical thinking, and use of strategies.	Student will be able to.... • Apply academic vocabulary and big ideas to learning activities in both ESL and science classes. • Synthesize content knowledge, language skills, and technology to successfully complete project-based assessments.
Stage 2-Assessment Evidence	
<i>Students will show their learning by...</i>	
Performance Tasks: • Culminating projects for thematic units • Writing portfolio samples • Benchmarks	Formative • Pre-assessments • Exit tickets • Self-assessment rubrics • Reflective journals • ACCESS Newcomers reproducible activity sheets Summative • Post-assessments
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
Learning Activities: • Content will be incorporated into four thematic units per year. • Learning activities will address: ○ the four language domains. ○ academic vocabulary and big ideas related to LoSc. ○ research and technology skills.	

- writing strategies for the science content area.
- reading and vocabulary/word strategies.
- grammar through direct instruction and comprehensible input.
- metacognitive strategies.
- Learning activities will promote gains in:
 - linguistic complexity- amount and quality of language produced (discourse)
 - language forms and conventions- structure and comprehensibility (sentence)
 - vocabulary usage- specificity of words or phrases (word and phrase)

Language Expectations (including but not limited to):

	Tier 1: ELP Levels 1& 2	Tier 2: ELP Levels 3 & 4	Tier 3: ELP Level 5*
Academic Vocabulary	General content words/phrases related to: Bar Graphs Showing Data Length Weight and Mass Capacity Landforms Bodies of Water Geography	Specific and technical content words/phrases related to: Water Cycle Ecosystem Solar System Energy and Food Growing Up Cells Machines Energy Source Earth's Layers	Precise technical and abstract content area vocabulary at or approaching grade level
Linguistic Complexity, Forms, and Conventions	Possessive nouns Personal pronouns Comparative vs. superlative Say how much something weighs Use some and any Use it or they Using go or goes with -ing Use a or the	Regular and irregular past Verbs and nouns There is/are Irregular plurals Order words Is and are Too Answer is/isn't questions Use is and are	Rich, descriptive, and organized discourse that coherently expresses ideas using complex sentences and a variety of grammatical structures
Will be applied in order to:			
Understand (Reading & Listening)	Single statements and questions and multiple related simple sentences	Discourse and connected discourse with a series or variety of sentences	Reading and viewing tasks required for science and ESL classes with minimal

	An idea within chunks of language and an idea with details Simple and compound grammatical structures Common social and instructional patterns Repetitive phrasal and sentence patterns	Related and expanded ideas specific to science Compound and complex grammatical structures A broad variety of sentence patterns characteristic to science	support
Produce (Speaking & Listening)	Words, phrases, chunks of language, short sentences Single words to represent ideas and emerging expression of ideas Phrase-level and formulaic grammatical structures Repetitive phrasal and sentence patterns in science and familiar contexts	Short, expanded, and complex sentences Organized and cohesive expression of ideas in the content areas A variety of compound and complex grammatical structures suited to purpose A broad range of sentence patterns particular to science	Speaking and writing tasks required for science and ESL classes with minimal support

*** Students exit the ESL program at or after ELP Level 5 (“Bridging”). Students who have reached ELP Level 6 (“Reaching”) demonstrate language proficiency comparable to their non-ELL, grade-level peers and do not require language-related supports in the science classroom.**

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Title 1 (At- Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments

Specific Resources for Unit

To be outlined in Thematic Unit plans and added to curriculum as updates

General Resources for Course

Textbooks:

- *ACCESS for ELLs* series
- *Jamestown: Reading in the Content Area* series
- *Jamestown: Reading Math; Reading Science; Reading Social Studies*
- *Oxford Picture Dictionary*
- *Oxford Picture Dictionary for Content Areas*
- Textbooks from content area classes (e.g. *Pearson NJ Literature* series)

Reproducible Activities and Assessments:

- ACCESS for ELLs Newcomer boxed set

Literature and Informational Texts:

- American Reading Company leveled texts

- Adapted versions of literature required for ELA content classes
- Welcome Newcomers audio-books boxed set

Technology:

- ESL Reading Smart Web-Based Program
- Study Island Web-Based Program
- Internet
- Google: Docs, Classroom, Gmail, etc.

Standardized Assessments:

- WIDA MODEL 6-8 and 9-12
- Brigance ABS-R

Authentic Documents, Movies, and Manipulatives:

- Outlined in Thematic Unit Plans

Course Unit 5

Unit Title: Language of Social Studies (WIDA 5)

Date/Duration: throughout course

WIDA Standards addressed:

WIDA 5 Language of Social Studies

TESOL Technology Standards for Language Learners addressed:

Goal 1 Standards 1-4

Goal 2 Standards 1 & 2

Goal 3 Standards 1-5

New Jersey Student Learning Standard(s) (NJSLS) addressed:

Unit designed to teach the academic vocabulary and big ideas needed to meet the NJSLS for Social Studies.

NJSLS 21st Century Skills Content Standards(s) addressed:

Career Ready Practices CRP1-12

NJSLS Technology Content Standard(s) addressed:

See *“TESOL Technology Standards for Language Learners”*

Primary Interdisciplinary Connections:

Civics and U.S. History

Support in Ancient and World History provided as needed

Stage 1: Desired Results

Transfer

Students will be able to independently use their learning to:

- communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- apply academic vocabulary and big ideas from thematic units to complete authentic tasks and solve real-world problems related to social studies.

Meaning

Understandings:

- Speaking, listening, reading, and writing have both academic and real-world applications.
- Information, ideas, and concepts learned in ESL should be applied to social studies classes.
- We can apply our prior learning and cultural backgrounds to make us better informed world citizens.
- Collaboration and reflection are effective tools in setting and attaining social studies-related goals.
- Technology and learning strategies can be applied to solve problems related to both local and global issues.

Essential Questions:

- How will proficiency in the four language domains empower me now and in the future?
- How will proficiency in academic vocabulary and the four language domains help me in language arts, math, science, and social studies classes?
- How can I use my prior learning and my cultural background to connect to new learning and life experiences?
- How can conferencing, goal-setting, and reflection improve my performance as a student?
- Why are problem solving, critical thinking, and technology skills essential for success?

Acquisition

Student will know.....

- Academic vocabulary and big ideas associated with civics and U.S. history.
- Authentic tasks and problem solving require application of prior learning, critical thinking, and use of strategies.

Student will be able to....

- Apply academic vocabulary and big ideas to learning activities in both ESL and social studies classes.
- Synthesize content knowledge, language skills, and technology to successfully complete project-based assessments.

Stage 2-Assessment Evidence			
Students will show their learning by...			
Performance Tasks/ Alternative Assessments: • Culminating projects for thematic units • Writing portfolio samples • Benchmarks		Formative • Pre-assessments • Exit tickets • Self-assessment rubrics • Reflective journals • ACCESS Newcomers reproducible activity sheets Summative • Post-assessments	
Stage 3- Learning Plan			
Summary of Key Learning Events and Instruction			
Learning Activities: • Content will be incorporated into four thematic units per year. • Learning activities will address: ○ the four language domains. ○ academic vocabulary and big ideas related to LoSS. ○ research and technology skills. ○ writing strategies for the social studies content area. ○ reading and vocabulary/word strategies. ○ grammar through direct instruction and comprehensible input. ○ metacognitive strategies. • Learning activities will promote gains in: ○ linguistic complexity- amount and quality of language produced (discourse) ○ language forms and conventions- structure and comprehensibility (sentence) ○ vocabulary usage- specificity of words or phrases (word and phrase)			
Language Expectations (including but not limited to):			
	Tier 1: ELP Levels 1& 2	Tier 2: ELP Levels 3 & 4	Tier 3: ELP Level 5*
Sample Academic	General content words/phrases related to:	Specific and technical content words/phrases related to:	Precise technical and abstract content area vocabulary at or

Vocabulary	Cultures Washington, D.C. Holidays Our Nation's Symbols American People American Regions U.S. Geography	Native Americans European Settlers Pilgrims Making Laws The President The Law Being American	approaching grade level
Linguistic Complexity, Forms, and Conventions	Asking do/does questions For/to Use in, at, or on Simple present tense Nationalities Names of regions Passive verb forms	Past tense verbs Past tense questions with did Regular and irregular past tense Negative short answers Who, where, and what Questions with do/does Use have and has	Rich, descriptive, and organized discourse that coherently expresses ideas using complex sentences and a variety of grammatical structures
Will be applied in order to:			
Understand (Reading & Listening)	Single statements and questions and multiple related simple sentences An idea within chunks of language and an idea with details Simple and compound grammatical structures Common social and instructional patterns Repetitive phrasal and sentence patterns	Discourse and connected discourse with a series or variety of sentences Related and expanded ideas specific to social studies Compound and complex grammatical structures A broad variety of sentence patterns characteristic to social studies	Reading and viewing tasks required for social studies and ESL classes with minimal support
Produce (Speaking & Listening)	Words, phrases, chunks of language, short sentences Single words to	Short, expanded, and complex sentences Organized and cohesive expression of	Speaking and writing tasks required for Social Studies and ESL classes with minimal support

	represent ideas and emerging expression of ideas Phrase-level and formulaic grammatical structures Repetitive phrasal and sentence patterns in social studies and familiar contexts	ideas in social studies A variety of compound and complex grammatical structures suited to purpose A broad range of sentence patterns particular to social studies	
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