

PLUMSTED TOWNSHIP SCHOOL DISTRICT

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable
Course Title: English as a Second Language

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Content Area: English as a Second Language

Grade Level(s): 6-12

Course Description: Early Advanced – Advanced English Language Development

**English as a Second Language is a program based on English Language Proficiency (ELP) levels rather than grade level.*

**This curriculum integrates the WIDA standards for listening, speaking, reading, and writing within the four core content areas.*

**In meeting the needs of English Language Learners, it is often necessary to customize and supplement curriculum with additional lessons relating to, but not limited to, culture, social events, current events, holidays, school events, social skills, and vocabulary development. This addition of supplemental material will affect the pacing of the curriculum as outlined below.*

Date Created: May 2014

Date Approved by Plumsted Township Board of Education: August 2014

Pacing Guide

**Pacing of lessons may vary based on student ELP level, background knowledge, and outcome of individual assessments as well as time constraints due to day-to-day school/classroom activities. The following guide reflects suggested unit pacing.*

Unit 7: Culture and Society

Minimum of 4 Marking
Periods

Unit 8: The Physical World

Minimum of 4 Marking
Periods

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Unit 7: Culture and Society

Unit Summary: This unit is designed for students at the *early advanced stage* of English language acquisition. This unit focuses on culture and society, beginning with the origins of democracy, postwar America, modern literary criticism, then moving toward the understanding of mass media and its reflection of ourselves.

The overriding goal of this unit is to help English learners begin to develop the language and academic skills they need in order to transition into classrooms where English is the language of instruction.

- Interdisciplinary Connections/Content Area Integrations:**
- Language Arts Literacy
 - Mathematics
 - Science
 - Social Studies

WIDA English Language Development (ELD) Standards	
ELD Standard 1: Social and Instructional Language	<i>English language learners communicate for social and instructional purposes within the school setting.</i>
ELD Standard 2: The Language of Language Arts	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</i>
ELD Standard 3: The Language of Mathematics	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.</i>
ELD Standard 4: The Language of Science	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</i>
ELD Standard 5: The Language of Social Studies	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.</i>

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Essential Question:

How have culture and society evolved, and what roles do literature and mass media play in influencing public opinion?

Instructional Outcomes:

Listening:

- Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.
- Monitor own understanding of group discussion and seek clarification.
- Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
- Respond verbally and nonverbally to idiomatic expressions.
- Respond to multistep descriptive commands and instructions.
- Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.
- Engage in higher level thinking activities (e.g., draw conclusions, compare/contrast) after listening to oral descriptions and positions.
- Recognize differences in regional pronunciation and usage.
- Use learning strategies described orally in a variety of familiar situations.
- Listen and demonstrate comprehension of more complex academic content area vocabulary and information presented orally and/or visually; identify, analyze, and evaluate the main points, supporting details, and other important information.

Speaking:

- Make oneself understood when speaking in social conversations and academic discussions by consistently using standard English grammatical forms, sounds, intonation, pitch, and modulation.
- Use and recombine words, phrases, and sentences representing new and learned vocabulary words with multiple meanings.
- Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.
- Sustain extended conversations on familiar topics.
- Prepare and deliver presentations/reports that follow a process of organization and use various sources; demonstrate familiarity with language conventions and usage during oral presentations.
- Simulate scenarios based on broadcasts or multimedia presentations; role play scenes involving social situations (e.g., succumbing to peer pressure).
- Retell and summarize stories in detail describing the characters, setting, and plot.
- Initiate group discussions, with assistance, on academic topics.
- Provide responses demonstrating some use of connections and interpretation of familiar topics.
- Demonstrate understanding of academic content by restating, summarizing, describing, and/or paraphrasing, with sufficient detail, information acquired through reading or listening.

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Reading:

- Use knowledge of English morphemes, phonics, syntax, word relationships (e.g., roots and affixes), and context clues to decode text and interpret the meaning of unfamiliar words in literature and content area texts; recognize that some words have multiple meanings and apply this knowledge to understand texts.
- Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.
- Use an array of strategies with visually supported text to infer meaning (e.g., skim material for meaning of words, phrases, or sentences in context and/or to confirm or verify information).
- Use a standard dictionary to determine the meaning of unknown words.
- Recognize and extend knowledge of figurative language, idioms, analogies, and metaphors in literature and texts in content areas.
- Organize, display, and interpret data from visually or graphically supported material.
- Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).
- Critique information in regard to bias from various sources, including the Internet, using models or criteria.
- Arrange information on topics of choice gathered from multiple sources in logical order.
- Transform expository text into sequenced steps.
- Interpret data present in charts, tables, or graphs.
- Demonstrate critical comprehension of and follow written instructions/directions in academic texts.

Writing:

- Use strategies of note-taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.
- Use graphic organizers/visuals as a writing tool.
- Demonstrate control of more complex sentence construction, including learned vocabulary, simple idioms, and figurative language, as well as the frequent use of standard writing conventions.
- Write more advanced paragraphs with effective transitions, topic sentences, and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).
- Express opinions and reactions to a variety of media on familiar topics in simple form with assistance.
- Summarize information in paragraph form from various sources.
- Use appropriate tone and voice for the purpose, audience, and subject matter.
- Produce original ideas that incorporate synonyms, antonyms, or homophones from visually supported material.
- Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).
- Write an essay or report that balances information, has original ideas, gives credit to sources in a bibliography, and uses appropriate tone and voice for the purpose, audience, and subject matter.
- Write persuasive and expository compositions that include a clear thesis (supported by analogies, quotations, and facts appropriately), describe organized points of support, address a counterargument,

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convey information from primary and secondary sources, use some technical terms, and structure ideas and arguments in a logical way with consistent use of standard grammatical forms.

- Write reflective compositions that explore the significance of events.
- Use appropriate register and language forms to create/respond to everyday issues.
- Produce academic content area writing.
- Revise writing for appropriate word choice, organization, consistent point of view, fluency, ideas, and transitions, with some variation in grammatical forms and spelling.
- Edit and revise/rephrase writing for grammatical structures and the mechanics of writing using established criteria, teacher and/or peer feedback, or other resources (e.g., thesauruses, reference books, rubrics).

What will the students learn?

- Naming people, places, things: content area abstract nouns
- Renaming people, places, things: indefinite pronouns
- Describing how many or how much: quantifiers
- Describing actions: verbs, synonyms
- Describing what kind: adjectives
- Describing how: adverbs
- Analyzing word structure: root words, affixes
- Connecting ideas: specialized prepositions

Formative Assessments:

- Observing student progress
- Class assignments
- Writing assignments
- Portfolio evaluation

Summative Assessments:

- Chapter tests for evaluation of listening, reading, speaking, and writing
- Portfolio evaluation
- Unit reviews

Suggested Learning Activities:

**Differentiated objectives for speaking, listening, reading, and writing will be based upon the student's ELP level.*

- Complete KWL charts
- Take notes from oral and written instructions

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- Restate, summarize, describe, and/or paraphrase information acquired through reading and listening and present information (visually, orally, and/or in writing)
- Participate in daily conversations using targeted language forms and vocabulary
- Listen and respond to commands
- Define and apply target vocabulary orally and in writing using targeted language forms and functions
- Listen to a passage and respond to reading comprehension questions
- Complete a self-assessment of learning
- Responding to social courtesies given orally
- Create an assessment portfolio

Curriculum Development Resources:

[file:///H:/Downloads/CAN_DOs%20\(1\).pdf](file:///H:/Downloads/CAN_DOs%20(1).pdf)

<http://www.wida.us/>

<http://www.ballard-tighe.com/>

<http://www.state.nj.us/education/bilingual/>

Unit literature collection as provided in the Champion of IDEAS Reader, Yellow Level (Early Advanced – Advanced)

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Unit 8: The Physical World

Unit Summary: This unit is designed for students at the *advanced stage* of English language acquisition. This unit focuses on the physical world, beginning with the Scientific Revolution and the New World View, moving towards the understanding of science and technology and the advent of computers.

The overriding goal of this unit is to help English learners begin to develop the language and academic skills they need in order to transition into classrooms where English is the language of instruction.

Interdisciplinary Connections/Content Area Integrations:

- Language Arts Literacy
- Mathematics
- Science
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Essential Questions:

How did the scientific revolution affect world view on science, religion, and the future of scientific exploration?

Instructional Outcomes:

Listening:

- Listen to stories and information on new topics and identify key details and concepts.
- Apply learning strategies described orally to new situations.
- Extend vocabulary knowledge by internalizing new words and idioms that are presented orally.
- Infer subtleties of oral messages/information and interact appropriately in pair or group settings by listening attentively, showing empathy, and monitoring own understanding.
- Respond to multi-step descriptive commands and instructions.
- Respond verbally and nonverbally to figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors) and to context-embedded academic vocabulary in oral discourse.
- Evaluate and select resources needed for activities based on oral discourse.
- Recognize and reflect on the quality of the communication and draw conclusions based on evidence, reasons, and relevant information with assistance.
- Evaluate delivery of oral reports; identify the purpose of the speaker.
- Evaluate information from various sources to determine extent of bias based on oral discourse; deduce stances by integrating information from various speakers.
- Identify strategies used by the media to present information for various purposes (e.g., to inform, entertain, or persuade).
- Listen to, analyze, and evaluate information related to academic topics.

Speaking:

- Use moderately complex grammatical and language structures in oral expression; demonstrate high degree of fluency in the use of common parts of speech.
- Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, pronunciation, rhythm, stress, and modulation; use appropriate ways of speaking that vary according to the purpose, audience, and subject matter.
- Demonstrate the use of figurative language and idiomatic expressions.
- Negotiate and initiate social conversations with a high level of fluency and clarity by questioning, restating, soliciting information, and paraphrasing the communication of others; interact in group activities by responding when asked to do so.
- Express or respond to humor or sarcasm in conversations.
- Lead small group discussions.
- Lead formal discussions on books or media.
- Give reviews of information from multimedia that include interpretations, critiques, or self-reflections.
- Reflect on learning experiences by evaluating personal circumstances and background that shape interaction with text.

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- Create and present a research product (e.g., report) that includes a purpose, introduction, coherent transition, and appropriate conclusions in various content areas.
- Create arguments that persuade by arranging details, reasons, and examples effectively and persuasively.
- Orally summarize in sufficient detail information acquired through reading or listening.
- Restate or describe key elements, stories, or other information.
- Engage in a variety of formal speaking activities and provide oral responses demonstrating use of connections, interpretation, and critical thinking related to academic topics.

Reading:

- Apply a variety of reading and critical thinking strategies to increase comprehension and insight of texts (e.g., scan entries in books, references, or websites to locate information for assignments; apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas; make predictions based on visual cues; recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content area; apply knowledge of academic and social vocabulary to achieve independent reading; use a standard dictionary to determine the meaning of unknown words).
- Read, analyze, interpret, and evaluate informational materials, literary texts, and texts in content areas by making connections, drawing conclusions, making inferences, and extending ideas.
- Identify and analyze the differences among various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- Confirm or rearrange information after reading/rereading topics of choice gathered from multiple sources; revise thinking or draw conclusions from information.
- Create a research (or synthesizing) product in a content area in both written and presentational form by researching and organizing information and analyzing ideas from several sources.
- Evaluate validity of information in regard to bias from various sources, including the Internet.
- Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks); analyze the way authors use those features and rhetorical devices in different types of public documents.
- Apply reading strategies to analyze, review, interpret, inform, and/or critique academic texts.

Writing:

- Express complex ideas sequentially using standard conventions and a broad range of new vocabulary, idioms, and figurative language.
- Produce a variety of sentence types with proper conventions.
- Analyze informational materials by restating and summarizing information.
- Write to a variety of audiences using different styles with limited assistance.
- Generate a learning log or journal.
- Create original displays of information (e.g., posters, graphic organizers, brochures) from multiple, diverse sources.

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- Maintain an annotated list of works that are read or viewed.
- Demonstrate proficiency in using strategies such as note-taking and outlining to structure drafts of clear, coherent, and focused multi-paragraph essays that use effective transitions, parallel constructions, and standard grammatical forms.
- Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, and/or descriptive writing that establishes a controlling impression or thesis and provides adequate support and details.
- Prepare written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence; prepare a bibliography for the report.
- Clarify and defend positions with relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.
- Using appropriate register and language forms, write career development materials.
- Create a research product (e.g., report) that includes a purpose, point of view, introduction, coherent transitions, and appropriate conclusions in various content areas.
- Respond to and initiate content-specific writing in language arts, history-social science, science, and/or mathematics.
- Revise in writing for appropriate word choice (including synonyms, antonyms, homophones), organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.
- Self-assess drafts and produce final products that demonstrate correct spelling and conventions using established criteria, rubrics, guides, peer/teacher comments, or other resources; expand, elaborate, and correct written language as directed; edit writing for the mechanics to approximate standard grammatical forms and improve clarity and logical progression of ideas.

What will the students learn?

- Naming people, places, things: content area abstract nouns
- Describing which ones: adjective clauses introduced by relative pronouns
- Describing actions: verbs
- Describing actions: passive voice
- Describing actions: phrasal verbs
- Describing what kind: adjectives
- Describing how much: adverbs
- Connecting ideas: specialized prepositions
- Analyzing word structure: root words, affixes

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