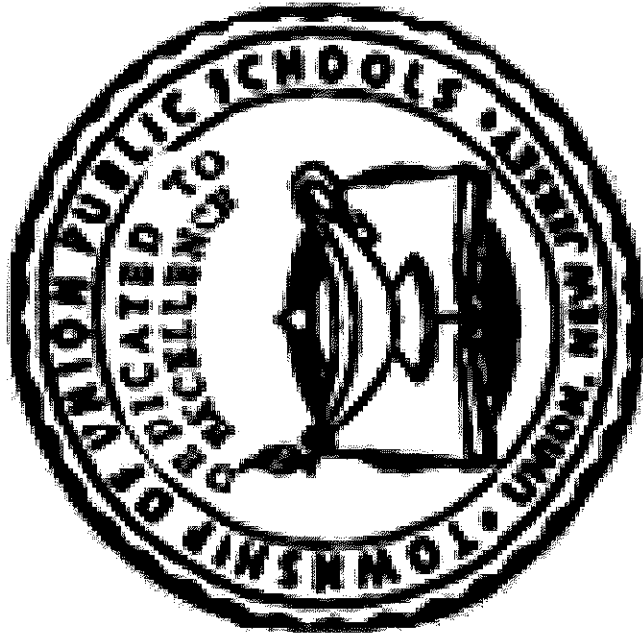


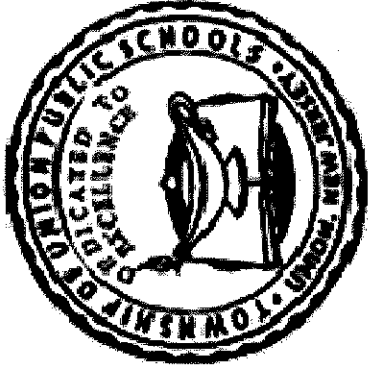
TOWNSHIP OF UNION PUBLIC SCHOOLS



TV Production IV

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

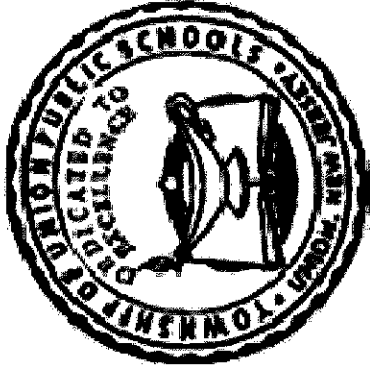
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TV Production IV

Eve Brue

Karen Gainey

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Mission Statement

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- **Develop reading, writing, speaking, listening, and mathematical skills.**
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- **Acquire a knowledge and understanding of the physical and biological sciences.**
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Course Description

The **TV Production IV** curriculum is designed to utilize skills developed from **Intro to TV Production, TV Production II** and **TV Production IV** and develop additional advanced skills in television production to create programming and news packages for Union TV 34 and develop the students' ideas into programming for the in-house channel or Union TV 34.

The curriculum is designed to allow students to refine skills developed in **Intro to TV Production and TV Production II**. The course is broken down into two semesters. The students will learn directing/producing, Refining of previously learning skills, time management and big remotes. Some segments will be based on local and/or school-related events, music videos and original students' ideas.

Students will also participate in teacher scheduled productions both during and after school. Students will be able to develop their own ideas into shows to be aired on Union TV 34.

Recommended Textbooks

Zetl, Herbert. Television Production Handbook: 10th edition, Belmont, CA Wadsworth Publishing Company, 2009.

Course Proficiencies

Students will be able to...

- ✓ Demonstrate technical proficiency with professional quality computer software used in non-linear, digital video editing.
- ✓ Demonstrate problem solving skills that incorporate both the technical and creative aspects of the process of creating video/audio content for use in TV Production.
- ✓ Develop portfolio of projects representing creativity and technical proficiency.
- ✓ Demonstrate the ability, verbally and in writing, to think critically and to demonstrate an understanding of broadcast style writing and TV news production processes.
- ✓ Develop ability to an event into an effective television picture and sound.
- ✓ Create a production using Final Cut Pro X.
- ✓ Demonstrate the ability to create an original program.
- ✓ Coordinate the videotaping of school district holiday concerts.
- ✓ Demonstrate how to operate the Comcast remote truck to produce remote programming.
- ✓ Participate in the production of after school activities

Curriculum Units

Unit 1:	Equipment Safety	Unit 2:	Review and Refine of Skills
Unit 3:	Directing/Producing	Unit 4:	Time Management
Unit 5:	Original programming, Daily Bulletin and Video Yearbook	Unit 6:	Big Remote

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Equipment Safety</u>	approx. 5 days
<u>Unit 2: Review and Refine of Skills</u>	approx. 30 days
<u>Unit 3: Directing/Producing</u>	approx. 20 days
<u>Unit 4: Time Management</u>	approx. 10 days
<u>Unit 5: Original Programming, Daily Bulletin and Video Yearbook</u>	approx. 40 days
<u>Unit 6: Big Remotes</u>	approx. 30 days

Unit 1: Equipment Safety

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>What is the safe use and practice of each specific piece of equipment in the classroom?</p>	<p>Identify safety hazards</p> <p>Review how to prevent accidents</p> <p>Demonstrate safe operational procedures of all equipment</p> <p>Demonstrate proper storage of all equipment</p> <p>Demonstrate appropriate behavior around the Equipment in class and out on location.</p> <p>9.3.12.AR.2</p>	<p>Demonstrate proper safety precautions and procedures with the corresponding equipment</p> <p>Do Now reviews of safety rules and concepts</p> <p>Demonstration of safe, appropriate practice throughout semester</p>	<p>Written Safety Test</p> <p>Project grade</p> <p>Demonstration of safe, appropriate practice throughout semester</p>

Unit 2: Review and Refine of Skills

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you properly setup and operate a camera?</p> <p>What are the appropriate camera movements and shots?</p> <p>What is the difference between a script and a storyboard? When do you use each one?</p> <p>How do you properly prepare and record a studio production?</p>	<p>Demonstrate the operation and functions of the camera and audio components.</p> <p>Identify terminology associated with television Production.</p> <p>Identify the four basic camera shots.</p> <p>Identify concepts of lead room, head room and rule of thirds</p> <p>Identify components and discuss relevance to the overall production</p>	<p>Demonstration of camera & audio setup and breakdown.</p> <p>Group work on the operation of equipment</p> <p>Do No reviews of terminology and functions</p> <p>Cooperative learning group work on camera movements and shots</p> <p>Do Now review of key terms and concepts</p> <p>Create script and/or storyboard for a video package</p> <p>In-class demonstration of studio equipment.</p>	<p>Practical Test</p> <p>Written Test/Quizzes</p> <p>Group project grade</p> <p>Activity grades</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<p>Demonstrate the operation and functions of the switcher, audio board, intercom, studio cameras, lighting, nonlinear editing and character generator.</p> <p>Identify terminology associated with television Production in the TV studio.</p> <p>Demonstrate proper setup of studio equipment.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Cooperative learning group work on the studio operation.</p> <p>At least two group projects, utilizing the TV studio operation.</p> <p>Cooperative learning group work on the studio operation.</p>	

Unit 3: Directing/Producing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the skills needed to become a producer/director?</p>	<p>Create and develop ideas for programs.</p> <p>Organize all necessary information needed for a production.</p> <p>Manage time effectively.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Write and present a program proposal and develop a campaign for program.</p> <p>Cooperative learning group will develop a production budget for a program.</p> <p>Assign student production jobs.</p> <p>Set a schedule for shoots.</p> <p>Coordinate a time line to meet deadlines.</p> <p>Schedule meetings with student personnel and teacher to discuss production.</p>	<p>Written test/quiz</p> <p>Group project grade</p> <p>Activity grades</p>

Unit 4: Time Management

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is a key element to creating a successful video production?</p>	<p>Cooperate with other classmates to divide responsibilities.</p> <p>Complete proper pre-production time needed.</p> <p>Clean up as they work.</p> <p>Label folders before storing on designated shelf.</p> <p>Put equipment away in designated places.</p> <p>Meet all deadlines.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Cooperative learning groups work on different production.</p> <p>Do Now reviews of terminology and functions</p>	<p>Practical Test/quiz</p> <p>Group project grade</p> <p>Activity grades</p>

Unit 5: Original Programming, Daily Bulletin and Video Yearbook

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do you create a program, Daily Bulletin and Video Yearbook?</p>	<p>Create a profession looking original show or daily bulletin.</p> <p>Show responsibility of show from beginning to end.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>Working in cooperative learning groups, students create scripts for original programming and daily bulletin.</p> <p>Choose a production crew.</p> <p>Meet deadlines.</p> <p>Complete appropriate preproduction, production and post production activities.</p> <p>Do Now review of key terms and concepts</p>	<p>Written Test/quiz</p> <p>Practical Test</p> <p>Group project grade</p> <p>Class critique</p> <p>Activity grades</p>

Unit 6: Big Remotes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the difference between field production and big remotes?</p>	<p>Compare EFP, ENG and Big remotes.</p> <p>Identify different equipment needed.</p> <p>Understand the different transmission systems.</p> <p>Identify the necessary equipment for each one.</p> <p>9.3.12.AR-AV.1 9.3.12.AR-AV.2 9.4.12.AR-AV.3 9.3.12.AR-AV.4</p>	<p>In cooperative learning groups, assemble and ENG unit.</p> <p>Research online a production truck and a remote truck.</p> <p>In groups, discover the different transmission systems.</p> <p>Set up the Union TV 34 production truck for large scale productions.</p>	<p>Written Test/Quiz</p> <p>Practical Test</p> <p>Group project grade</p> <p>Activity grade</p>

New Jersey Core Curriculum Content Standards
Academic Area

9.3 – Career & Technical Education (CTE)
Content Area: 21st Century Life and Careers

CONTENT AREA:	STANDARD 9.3 CAREER AND TECHNICAL EDUCATION
	ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER*
Number	Standard Statement
	<i>By the end of Grade 12, Career and Technical Education Program completers will be able to:</i>
CAREER CLUSTER*	ARTS, A/V TECHNOLOGY & COMMUNICATIONS (AR)
9.3.12.AR.1	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
9.3.12.AR.2	Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
9.3.12.AR.5	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
9.3.12.AR.6	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
PATHWAY:	A/V TECHNOLOGY & FILM (AR-AV)
9.3.12.AR-AV.1	Describe the history, terminology, occupations and value of audio, video and film technology.
9.3.12.AR-AV.2	Demonstrate the use of basic tools and equipment used in audio, video and film production.
9.3.12.AR-AV.3	Demonstrate technical support skills for audio, video and/or film productions.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

New Jersey Scoring Rubric
New Jersey Department of Education
New Jersey Registered Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

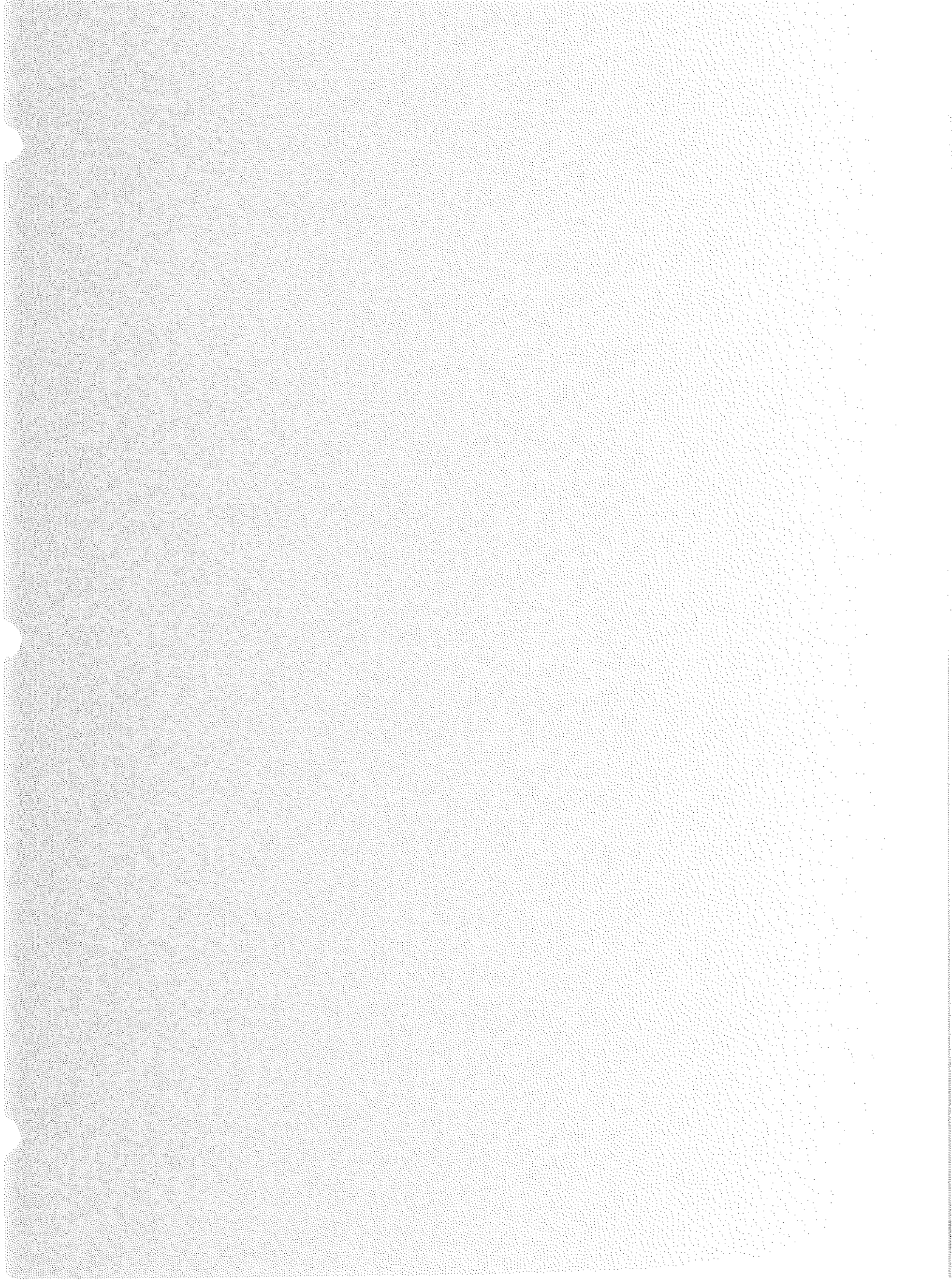
NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
NE = Not English	Student wrote in a language other than English.
WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

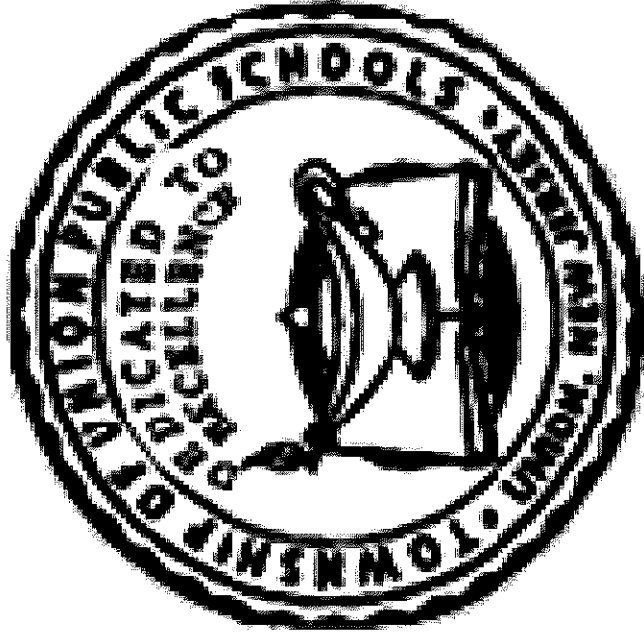
Grade Scale:

- 6 = A
- 5 = B
- 4 = C

- 3 = D
- 2 = F
- 1 = 0



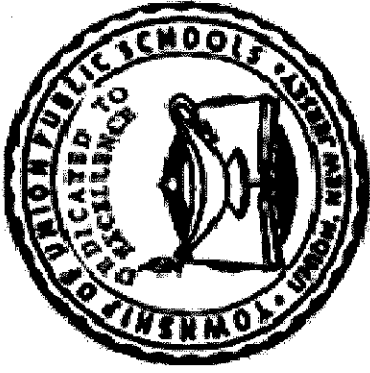
TOWNSHIP OF UNION PUBLIC SCHOOLS



**ESL FE101/FE105
BEGINNING LEVEL**

Curriculum Guide

Curriculum Guide Approved June 2016



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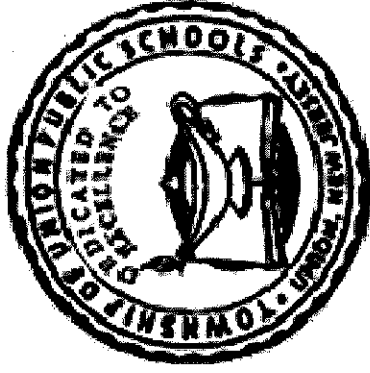
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**ESL FE101/FE105
BEGINNING LEVEL**

Curriculum Committee Members

**Esterina Fusco
Deirdre Vedova**

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ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

I. Identification

- Registration
- Teacher recommendation
- Informal evaluation by an ESL instructor

II. Multiple Entrance Criteria

- W-APT- Placement test
- ACCESS for ELLs - students must score at or below state established cut-offs
- ESL teacher recommendation

III. Program

- Two periods of ESL daily for beginning and advanced-beginning students
- One period of ESL daily for intermediate and advanced students

IV. Monitoring

- Supervisor
- ESL instructor

V. Multiple Exit Criteria

- ACCESS for ELLs
- ESL teacher recommendation
- Mainstream classroom performance

VI. Follow up

- Teacher recommendation
- Re-entry if student fails to perform well in mainstream

Course Description

**ESL FE101/FE105
BEGINNING LEVEL**

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills. In addition, an appreciation of various cultures and critical thinking are emphasized.

At the **BEGINNING** level of English proficiency, English language learners will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language when presented with one-step directions, Wh-questions, or statements with visual support
- general language related to the content areas
- short sentences and paragraphs

Recommended Textbooks

The Oxford Picture Dictionary – Oxford

Keys to Learning – Longman

Keystone Series – Longman

Side by Side – Prentice Hall Regents

Ancillary books and materials

Online Resources

Course Proficiencies

I.: Listening

SWBAT:

- Point to or show basic part, 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

II.: Speaking

SWBAT:

- 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

III.: Reading

SWBAT:

- 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)

IV.: Writing

SWBAT:

- Label content-related objects, pictures, and diagrams from word/phrase banks
- Produce short answer responses to oral questions with visual support
- Provide personal information on forms read orally
- Supply missing words in short sentences

Pacing Guide - Course

<u>Content</u>	<u>Number of Days</u>
Unit 1:	40
Unit 2:	20
Unit 3:	20
Unit 4:	20
Unit 5:	20
Unit 6:	20
Unit 7:	20
Unit 8:	<u>20</u>
	180 days

Curriculum Units

Unit 1: Everyday Language

Unit 2: People

Unit 3: Health

Unit 4: Food

Unit 5: Clothing

Unit 6: Housing

Unit 7: Recreation

**Unit 8: Geography, Holidays and Events
(throughout the year)**

Unit 1: Everyday Language

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Meeting & Greeting</u> How do I say hello, ask, "How are you?", introduce myself, smile, wave, greet people, introduce a friend, shake hands, say goodbye? Where are you from?</p> <p><u>Personal Information</u> How do I say my name, spell my name, print my name, sign my name, fill out a form with name, address, city, state, zip code, phone number?</p> <p><u>Alphabet & Colors</u> How do I pronounce the different letters and sounds in English?</p> <p><u>School</u> Where and what are the names of the main places in a school? Who are the employees in a school?</p> <p><u>A Classroom</u> How do I respond to classroom directions? What are the names of classroom items? How do I make, accept and deny requests for classroom items?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p> <p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>Meeting, Greeting & Personal Information</u> Dialogues Interviews Role Play Dictations Practice Pronunciation "All About Me" Flash Cards Peer Practice Guided Dictation</p> <p><u>Alphabet & Colors</u> BINGO Making Flash Cards Dictations Matching Alphabet Book Labeling Color Wheels</p> <p><u>School & Classroom</u> School Interviews Peer & teacher Tour Scavenger Hunt Labeling</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Weather How do I identify common words for the weather? How do I describe weather conditions? What are some terms and vocabulary?</p> <p>Numbers & Measurements How do I use cardinal and ordinal numbers for personal and community information? What are measurements and percentages in general and for items in the classroom?</p> <p>Time & The Calendar How do I say the different times of the day and write the time in a variety of ways? How do I write sentences about a schedule using a variety of time words?</p> <p>Money & Shopping How do I ask and answer questions about money and amounts? How do I inquire about purchases, payment methods and parts of a receipt?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p> <p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p>Weather Give weather forecasts Map projects Temperature Conversion Seasons & 5 Senses</p> <p>Numbers & Measurements Measure items in a classroom Student line-up Look up phone numbers Estimate size</p> <p>Time & Calendar Making Clocks Bus Schedules/School Schedules Create a Sundial Matching Daily Routine Schedule Make a calendar</p> <p>Money & Shopping Classroom Store Purchasing Making Change Dictations Role Play Cloze Sentences</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 2: People

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Families</u> How do I identify family members in English? How do I explain family relationships and express opinions in families?</p> <p><u>Daily Routines</u> How do I ask and answer questions about daily activities?</p> <p><u>Feelings</u> How do I identify, express and explain feelings?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p> <p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>Families</u> Family Tree Family Interviews Peer Sharing Family Portraits Dictations</p> <p><u>Daily Routines</u> Dialogue Daily Routine Chart With pictures Matching daily routines with time</p> <p><u>Feelings</u> Feelings Picture Chart Dialogue</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 3: Health

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>The Body</u> What are the names of the different parts of the body? What are some idioms related to the body? How do I tell a doctor about body pain?</p> <p><u>Personal Hygiene</u> What are the names of some personal hygiene products? How do I ask for and answer questions about these products?</p> <p><u>Symptoms and Injuries</u> What are the names of some symptoms and injuries? How do I ask and respond to doctor inquiries about symptoms and injuries?</p> <p><u>Illnesses and Medical Conditions</u> What are the names of some illnesses and medical conditions?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>The Body</u> Parts of Body Puzzle Labeling Drawing Models Classification of parts Simon Says Dictation</p> <p><u>Personal Hygiene, Symptoms & Injuries and Illnesses/Medical Conditions</u> Dialogue about buying personal hygiene products Research on medical conditions and remedies Dialogue with a doctor or nurse about symptoms and injuries</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Cloze questions Student work portfolio</p>

Unit 4: Food

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>The Market</u> What common food words can I use to make up a shopping list? How do I describe the different foods in the market?</p> <p><u>Containers & Packaging</u> What are the common words for containers and packaging? How do I ask and answer questions about packaged grocery items?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p>	<p><u>The Market</u> Scan grocery ads and respond to questions about food, prices, and coupon offers</p> <p><u>Food, Containers & Packaging</u> Menu Creation, Log what you eat, Flash Cards, Role Play, Collage, Food Pyramid</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>
<p><u>Weights & Measurements</u> What are the common words for weights and measurements? How do I use weights and measurements in recipes?</p>	<p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>Weights & Measurements</u> Converting practice Measuring classroom and home items Weighing simple items in classroom and home</p>	

Unit 5: Clothing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Everyday Clothes</u> What are the names of basic clothing? How do I give and respond to compliments on clothing?</p> <p><u>Seasonal Clothes</u> What are the names of clothing for different weather conditions? How do I give advice for different clothing choices?</p> <p><u>Describing Clothes</u> How do I identify basic clothing sizes, patterns and problems in English? How do I request a clothing return in English?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p> <p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>All Clothing</u></p> <p>Dialogue in a store</p> <p>Clothing Projects</p> <p>Matching seasons with clothing</p> <p>Research clothing prices and styles</p> <p>Compare and Contrast Multi-cultural clothing</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6: Housing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>The Home, Kitchen, Dining Room, Living Room, Bathroom, Bedroom</u></p> <p>How do I identify different parts of a home? How do I locate items in the different parts of the home? How do I explain the function of these items?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p> <p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>All Housing</u></p> <p>Labeling</p> <p>Map of parts of house</p> <p>Research for furniture for different parts of the house</p> <p>House design</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 7: Recreation

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Places to Go</u> What are some places to go for recreation? How do I suggest places to go for recreation? How do I express preferences about these places?</p> <p><u>The Park & Playground</u> What are the names of park and playground features and activities? How do I ask and answer questions about these features and activities?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>All Recreation</u></p> <p>Dialogues Dioramas Matching recreation to seasons Research and Presentation of U.S. recreation spots</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Cloze questions Student work portfolio</p>
<p><u>The Beach</u> What are the names of some things we find at the beach?</p> <p><u>Outdoor Recreation</u> What are the names of some outdoor activities and equipment?</p> <p><u>Winter and Water Sports</u> What are the names of some winter and water sports? How do I invite someone to a sports activity?</p>			

Unit 8: Geography, Holidays and Events (Throughout the Year)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>Geography</u> Where is my house, street, town, county, state, region in the U.S? What are the different regions of the U.S.?</p> <p><u>Holidays and Events</u> What is the history and names/traditions of U.S. holidays and events?</p>	<p>Listening: Follow simple commands and directions; Match spoken words to pictures; Understand a simple spoken narrative; Identify facts or statements; Sort pictures and objects</p> <p>Speaking: Name objects, people, and pictures; Count objects; Express events in chronological order; Describe pictures, events, objects, and people; restate facts or statements; Discuss theme with classmates and teacher</p> <p>Reading: Match pictures to words and phrases; Use context clues and visuals to understand meaning of words; Locate and classify information; Use a dictionary to find the meaning of words; Comprehend a story with visual support</p> <p>Writing: Make lists of words, phrases or expressions related to a topic; Label objects, pictures, and diagrams; Produce drawings, phrases, and short sentences Provide requested information; Write a paragraph</p>	<p><u>Geography</u> Making maps</p> <p>Dialogues for giving directions and asking the way</p> <p>Research projects</p> <p><u>Holidays and Events</u> Research projects</p> <p>Holiday writing</p> <p>Easy English Newspaper reading and writing</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Common Core State Standards **Academic Area**

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 9-12

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

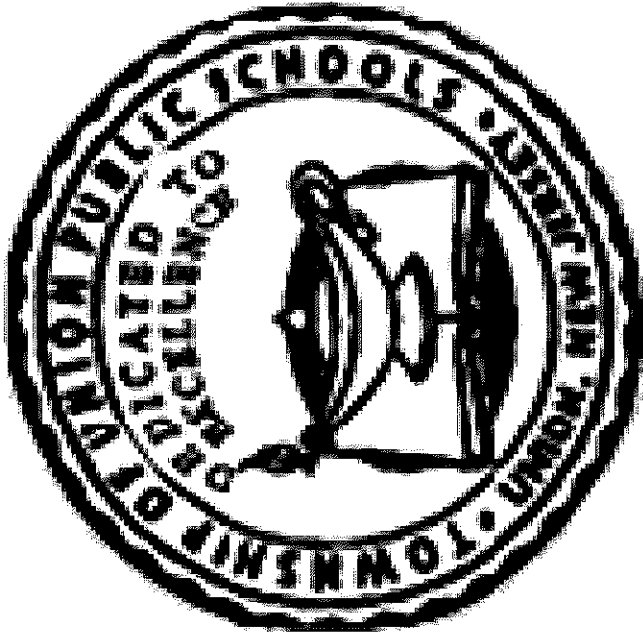
New Jersey Scoring Rubric
New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors



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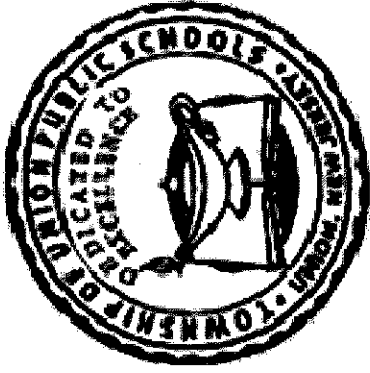
TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL FE 201/205
ADVANCED BEGINNING LEVEL

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

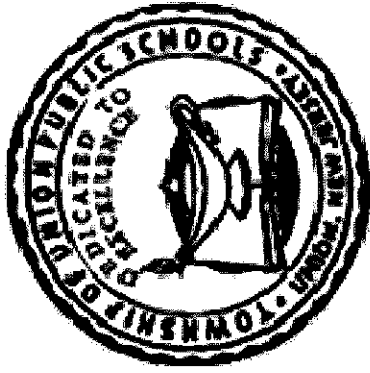
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

ESL FE 201/205
ADVANCED BEGINNING LEVEL

Curriculum Committee Members

Esterina Fusco

Deirdre Vedova

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language

acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

I. Identification

- Registration
- Teacher recommendation
- Informal evaluation by an ESL instructor

II. Multiple Entrance Criteria

- W-APT- Placement test
- ACCESS for ELLs - students must score at or below state established cut-offs
- ESL teacher recommendation

III. Program

- Two periods of ESL daily for beginning students
- One period of ESL daily for intermediate and advanced students

IV. Monitoring

- Supervisor
- ESL instructor

V. Multiple Exit Criteria

- ACCESS for ELLs and other Performance and Standardized tests
- ESL teacher recommendation
- Mainstream classroom performance

VI. Follow up

- Teacher recommendation
- Re-entry if student fails to perform well in mainstream

Course Description

**ESL FE201/205
ADVANCED
BEGINNING LEVEL**

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills. In addition, an appreciation of different cultures and critical thinking are emphasized.

At this level of English proficiency, English language learners will process, understand, produce or use:

- Oral or written language presented with visual, sensory, or interactive support
- Expanded sentences in oral interaction or written paragraphs
- General and some specific language of the content areas

Recommended Textbooks

Keystone Series— Pearson Longman

The Oxford Picture Dictionary for the Content Areas

Scholastic Action Magazine

Ancillary Books and materials

Online Resources

Course Proficiencies (WIDA STANDARDS)

I.: Listening

SWBAT:

- 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, sentences, and events according to oral directions

II.: Speaking

SWBAT:

- Describe objects, people, places, and events
- Ask WH – questions to clarify meaning
- Give features of content-based material (e.g., time periods)
- Characterize issues, situations, regions shown in illustrations

III.: Reading

SWBAT:

- Match data or information with its source or genre (e.g., description of element to its symbol on period table)
- Follow multi-step instructions supported by visuals or data
- Classify or organize information presented in visuals or graphs
- Match sentence-level descriptions to visual representations
- Compare content-related features in visuals and graphics
- Locate main ideas in a series of related sentences

IV.: Writing

SWBAT:

- 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)

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1:	30
Unit 2:	30
Unit 3:	30
Unit 4:	30
Unit 5:	30
Unit 6:	30
	<hr/>
	180 days

Curriculum Units

Unit 1:

Mysteries

Unit 2:

Growing Up

Unit 3:

Helping Others

Unit 4:

Winning and Losing

Unit 5:

Courage and Imagination

Unit 6:

Life in the Future

Unit 1 Mysteries

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can all mysteries be solved?</p> <p>What do you believe?</p> <p>How mysteries are usually solved?</p> <p>What are some mysteries that have been solved and have not been solved?</p> <p>What are your favorite kinds of mysteries?</p>	<p>Literary Words: Idioms, puns, character & character traits, plot</p> <p>Word Study: Same sounds, diff. spellings, compound nouns, ai, ay, ee oa words, prefixes un- dis-</p> <p>Reading Strategy: Preview, draw conclusions, use visuals, predict</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: Parts of speech/sent, possessive nouns, adjectives, pronouns, indefinite pronouns; comparison structures, comp./ superlative adjectives, single/multi word prepositions of location</p> <p>Writing: Descriptive - place, event, object, character</p>	<p>Write Descriptive Essay</p> <p>Descriptive Guessing Game</p> <p>Write a biography</p> <p>Write an autobiography</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 2 Growing Up

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does growing up change us?</p> <p>Do boys and girls have different experiences of growing up?</p> <p>What are some of the positive things about growing up?</p> <p>What are some of the positive things about growing up?</p>	<p>Literary Words: dialogue, setting, Point of V, narrator</p> <p>Word Study: long vowel e & o, suffixes -ness, -tion, -ation, Sound-letter relationships</p> <p>Reading Strategy: compare & contrast, visualize, recognize historical context</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: showing contrast, coordinating conjunctions, conj. Adverbs, count/non-count nouns, simple past reg. irreg verbs, direct quotations – statements & questions</p> <p>Writing: Write about character & setting, story from a different point of view, personal narrative, sequence of events, spatial order, chronol order, memorable exp.</p>	<p>Write a friendly letter.</p> <p>Write a short story</p> <p>Personal narrative</p> <p>Points of View piece</p> <p>Biography</p> <p>Autobiography</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 3 - Helping Others

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does helping others help us all?</p> <p>Have you ever helped anyone?</p> <p>How did that person feel when you helped him or her?</p> <p>How did helping someone else make you feel?</p>	<p>Literary Words: dialect, mood, suspense, figure of speech, hyperbole</p> <p>Word Study: uses of apostrophe, silent gh, synonyms/antonyms, Greek and Latin roots</p> <p>Reading Strategy: Inferences, problems/solutions, fact and opinion, main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: Sentence agreement, prepositions/phrases of time, adjective placement, participial adjectives</p> <p>Writing: Persuasion, critical evaluation</p>	<p>Write a book review</p> <p>Write a persuasive paragraph</p> <p>Diary entry</p> <p>Persuasive speech</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 4 - Winning and Losing

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What do we learn from winning and losing?</p> <p>Have you ever won something? How did it make you feel?</p> <p>What can you learn from winning?</p> <p>What can you learn from losing?</p>	<p>Literary Words: rhythm, repetition, rhyme scheme, table, moral, personification, myth</p> <p>Word Study: long vowel i, homophones, spellings for r controlled vowels, multiple-meaning words</p> <p>Reading Strategy: read for enjoyment, cause and effect, author's purpose, ask questions</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: present perfect, complex sentences with subordinating conjunctions, adverb clauses, past perfect</p> <p>Writing: Expository, who, what, where, when, why; Compare and contrast two topics; How are causes and effects logically related?</p>	<p>Write a response to literature, cause and effect paragraph</p> <p>Compare and contrast games</p> <p>Write a newspaper article</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 5 - Courage and Imagination

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How are courage and imagination linked?</p> <p>What have you done that might be considered brave?</p> <p>How did it make you feel?</p> <p>What kinds of things have you done that require imagination?</p>	<p>Literary Words: Setting the scene, list of characters, stage directions, humor, colorful language</p> <p>Word Study: spelling words with oo and ea, suffixes – ic, -ist, -able, prefixes mega-, tele-, re-</p> <p>Reading Strategy: Analyze text structure, follow steps in a process, summarize, classify</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: future tense, imperatives – sequence words/phrases, reported speech, active/passive voice</p> <p>Writing: Expository</p>	<p>Write a formal e-mail</p> <p>how-to instructions</p> <p>plot summary</p> <p>paragraph that classifies expository essay</p> <p>Games</p> <p>Reader's Theater</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6 - Life in the Future

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is your vision of life in the future? What do you think schooling will be like? How do you think students will learn their subjects? How will we communicate with each other? What is already happening in communication that will help answer this question? How will forms of entertainment be different?</p>	<p>Literary Words: simile, metaphor, stanzas, science- fiction, setting</p> <p>Word Study: diphthongs oi, ou, Greek and Latin roots, Schwa a, e, i, o, u, cognates</p> <p>Reading Strategy: taking notes, analyze text structure, skim, analytical skills</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: transitions, capitalization, punctuation, abbreviations, quotations for exact quotes</p> <p>Writing: Research, intro. Paragraph, support main ideas, quotations/citations, paraphrasing</p>	<p>Write an introductory paragraph</p> <p>Write a research report</p> <p>Reader's Theater</p> <p>Create graphic organizers</p> <p>Write poetry</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Common Core State Standards – Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 9-12

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

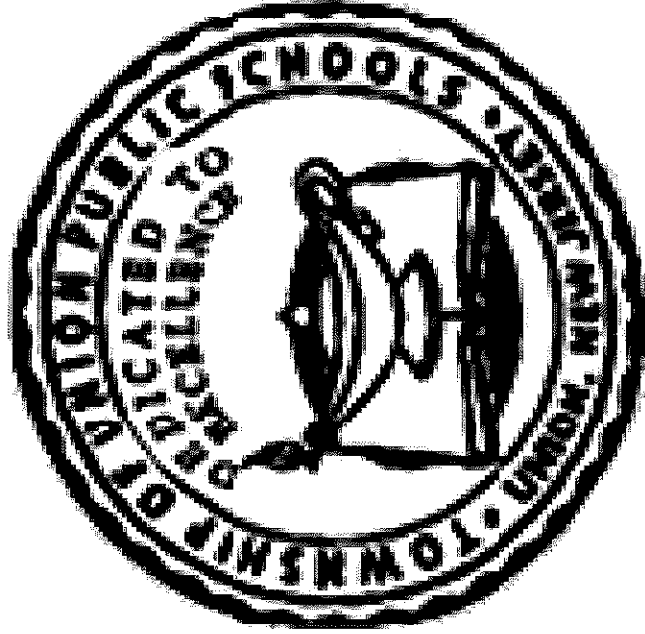
New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors



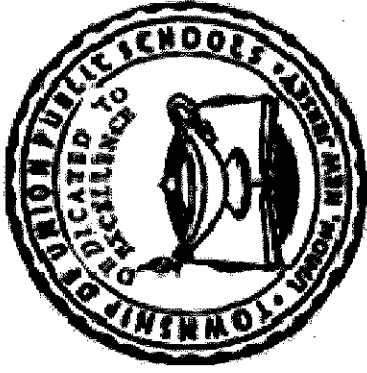
TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL FE301
INTERMEDIATE

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

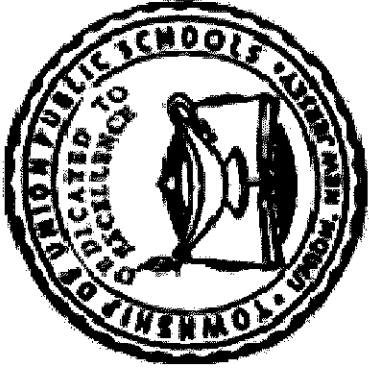
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

ESL FE301
INTERMEDIATE

Curriculum Committee Members

Esterina Fusco
Deirdre Vedova

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

- I. Identification**
 - Registration
 - Teacher recommendation
 - Informal evaluation by an ESL instructor

- II. Multiple Entrance Criteria**
 - W-APT- Placement test
 - ACCESS for ELLs - students must score at or below state established cut-offs
 - ESL teacher recommendation

- III. Program**
 - Two periods of ESL daily for beginning students
 - One period of ESL daily for intermediate and advanced students

- IV. Monitoring**
 - Supervisor
 - ESL instructor

- V. Multiple Exit Criteria**
 - ACCESS for ELLs and other Performance and Standardized tests
 - ESL teacher recommendation
 - Mainstream classroom performance

- VI. Follow up**
 - Teacher recommendation
 - Re-entry if student fails to perform well in mainstream

Course Description

ESL – FE301 Intermediate

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills. In addition, an appreciation of different cultures and critical thinking are emphasized.

At this level of English proficiency, English language learners will process, understand, produce or use:

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with errors that do not interfere with meaning presented with sensory, graphic or interactive support

Recommended Textbooks

- **Keystone Series– Longman**
- **The Oxford Picture Dictionary for the Content Areas**
- **Scholastic Action Magazine**
- **Easy English Newspaper**
- **Ancillary Books and materials**
- **Online Resources**

Course Proficiencies WIDA STANDARDS (Intermediate)

I.: Listening

SWBAT:

- Categorize content-based examples from oral directions
- Match main ideas of familiar text read aloud to visuals
- Use learning strategies described orally
- Identify everyday examples of content-based concepts described orally
- Associate oral language with different time frames (e.g., past, present, future)

II.: Speaking

SWBAT:

- Begin to express time through multiple tenses
- Retell/rephrase ideas from speech
- Give brief oral content-based presentations
- State opinion
- Connect ideas in discourse using transitions (e.g., “but”, “then”)
- Use different registers inside and outside of class
- State big/main ideas with some supporting details
- Ask for clarification (e.g., self-monitor)

III.: Reading

SWBAT:

- Identify topic sentences, main ideas, and details in paragraphs
- Identify multiple meanings of words in context (e.g., “cell”, “table”)
- Use context clues
- Make predictions based on illustrated text
- Identify frequently used affixes and root words to make/extract meaning (e.g., “un-”, “re-”, “-ed”)
- Differentiate between fact and opinion
- Answer questions about explicit information in texts
- Use English dictionaries and glossaries

IV.: Writing

SWBAT:

- Produce short paragraphs with main ideas and some details (e.g., column notes)
- Create compound sentences (e.g., with conjunctions)
- Explain steps in problem-solving
- Compare/contrast information, events, characters
- Give opinions, preferences, and reactions along with reasons

Curriculum Units

Unit 1: Natural World Unit 2: Journeys

Unit 3: Success Unit 4: Change

Unit 5: Frontiers Unit 6: What is true?

Pacing Guide

<u>Content</u>	<u>Number of Days</u>
Unit 1:	30
Unit 2:	30
Unit 3:	30
Unit 4:	30
Unit 5:	30
Unit 6:	30
	<u>180 days</u>

Unit 1 - Natural World

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does the natural world affect us?</p> <p>What parts of the natural world are essential for our survival?</p> <p>What parts of the natural world are essential for our enjoyment?</p>	<p>Literary Words: imagery, sensory details, figurative language, personification, setting</p> <p>Word Study: prefixes in- re- over- un- decoding digraphs, compound nouns, long a</p> <p>Reading Strategy: predict, preview, visualize, identify main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: adjectival phrases, appositives, pronoun modifiers, parallel structure, subject-verb agreement</p> <p>Writing: Descriptive</p>	<p>Write descriptive essay for object, place, person, event</p> <p>Reader's Theater</p> <p>Games for word study and grammar</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 2 -- Journeys

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Where can a journey take you?</p> <p>Do all journeys actually involve physical travel?</p> <p>What is the difference between a journey and a trip?</p> <p>What are some ways you can grow on a journey?</p> <p>Is life a journey or a destination?</p>	<p>Literary Words: plot, character, POV, simile, metaphor</p> <p>Word Study: Roots vict, laps, vis, mem, mand, suffixes er, or, words ending in y, words multiple parts of speech</p> <p>Reading Strategy: identify problems/solutions, use visuals, inferences, cause and effect</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: simple past, active/passive voice, adverbial clauses, past progressive</p> <p>Writing: Narration, write a story from a different POV</p>	<p>Write a personal narrative</p> <p>Write a personal letter</p> <p>Write a story with a starter</p> <p>Give a presentation</p> <p>Write a descriptive essay</p> <p>Write a biography</p> <p>Autobiography</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 3 – Success

Essential Questions	Instructional Objectives/ Skills and Benchmarks, (CPIs)	Activities	Assessments
<p>What defines success? What do people do in order to be successful? Name people that you think are successful? What makes him or her a success?</p>	<p>Literary Words: extended metaphor, repetition, stanza, character motivation, suspense Word Study: prefixes under-, re-, multi-, inter-, homophones, inflections -ed, -ing, foreign words Reading Strategy: Connect ideas, fact and opinion, predict, ask questions Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Gerunds, infinitives, expressions of quantity Writing: Expository, compare and contrast</p>	<p>Write a critique Expository essay Problem and solution writing Write a news article Reader's Theater Games</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 4 - Change

Essential Questions	Instructional Objectives/ Skills and Benchmarks, (CPIs)	Activities	Assessments
<p>Can we see change as it happens? What changes have you personally experienced? Could you see each change as it happened or was it gradual? What changes do you see happening at your school and in the community? What changes do you see that might affect our world</p>	<p>Literary Words: conflict, foreshadowing, rhyme, theme Word Study: proper nouns, long e, synonyms Reading Strategy: scan, draw conclusions, recognize sequence, identify author's purpose Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: present perfect, complex sentences with because and since, antecedent pronouns, subject-verb agreement, models, future with will, won't Writing: Persuasive, support opinions with facts, examples and details; ask and answer questions, make a recommendation</p>	<p>Give a speech Write an advertisement Persuasive Essay Write a review Write letter to the editor Reader's Theater Games</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 5 - Frontiers

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why do we explore new frontiers?</p> <p>What places have you explored?</p> <p>What is your favorite place that you have explored? What did you find in your exploration?</p> <p>Would you go back to these places?</p>	<p>Literary Words: dialogue, flashback, onomatopoeia, hyperbole</p> <p>Word Study: synonyms, spelling ei, ie, freq. misspelled words, compound words</p> <p>Reading Strategy: generalizations, take notes, skim, summarize</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: past perfect, past participle, imperatives, sequence words, phrases, clauses; adjectival phrases</p> <p>Writing: Instructional, cause and effect related, sequence, classification, categories</p>	<p>Write cause/effect paragraph</p> <p>Write instructions</p> <p>Write a classifying paragraph</p> <p>Write a summary</p> <p>Team presentation</p> <p>Write an instructional essay</p> <p>Reader's Theater</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6 - What is true?

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we know what is true?</p> <p>When you were younger, what things about the world did you question? What explanations did people give you?</p> <p>How were they different from scientific explanations that you now know?</p>	<p>Literary Words: myth, hero, heroine, science-fiction, stage directions</p> <p>Word Study: antonyms, long l, -ible, -able, word roots</p> <p>Reading Strategy: analyze text structure, evaluate new and written information, compare and contrast,</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: reported speech statements and questions, participle adjectives, conjunctive adverbs</p> <p>Writing: Research</p>	<p>Write a play</p> <p>Write a research report</p> <p>Intro paragraph</p> <p>Create graphic organizers</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Common Core State Standards – Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 9-12

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

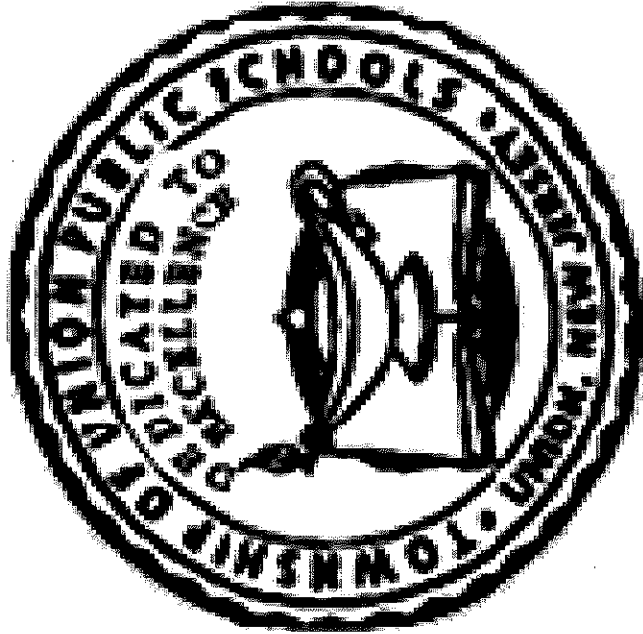
New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper Numerous errors 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Details appropriate and varied Few errors 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors



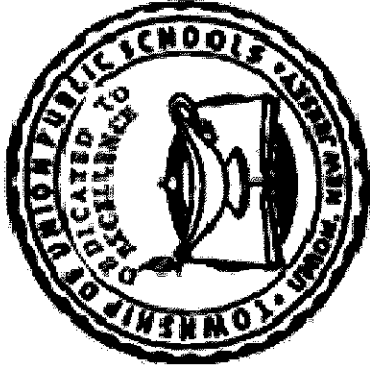
TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL FE401
ADVANCED LEVEL

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

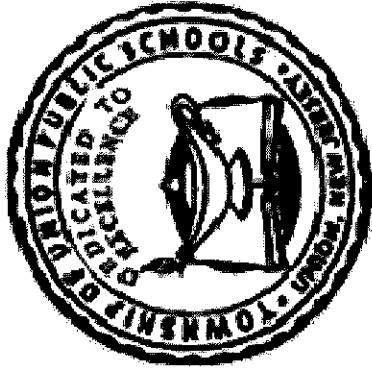
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

ESL FE401
ADVANCED LEVEL

Curriculum Committee Members

Esterina Fusco
Deirdre Vedova

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to

be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

- I. Identification**
 - Registration
 - Teacher recommendation
 - Informal evaluation by an ESL instructor

- II. Multiple Entrance Criteria**
 - W-APT- Placement test
 - ACCESS for ELLs - students must score at or below state established cut-offs
 - ESL teacher recommendation

- III. Program**
 - Two periods of ESL daily for beginner and advanced beginner students
 - One period of ESL daily for intermediate and advanced students

- IV. Monitoring**
 - Supervisor
 - ESL instructor

- V. Multiple Exit Criteria**
 - ACCESS for ELLs and other Performance and Standardized tests
 - ESL teacher recommendation
 - Mainstream classroom performance

- VI. Follow up**
 - Teacher recommendation
 - Re-entry if student fails to perform well in mainstream

Course Description

ESL FE401 ADVANCED

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills in listening, speaking, reading and writing. In addition, an appreciation of other cultures and critical thinking are emphasized.

At this level of English proficiency, English language learners will process, understand, produce or use:

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal errors presented with sensory, graphic, or interactive support

Recommended Textbooks

- **Keystone Series— Longman**
- **The Oxford Picture Dictionary for the Content Areas**
- **Scholastic Action Magazine**
- **Easy English Newspaper**
- **Ancillary Books and materials**
- **Online Resources**

Course Proficiencies WIDA STANDARDS (Advanced)

I.: Listening

SWBAT:

- Identify main ideas and details of oral discourse
- Complete content-related tasks or assignments based on oral discourse
- Apply learning strategies to new situations
- Role play, dramatize, or re-enact scenarios from oral reading
- Make inferences from grade-level text read aloud
- Discriminate among multiple genres read orally

II.: Speaking

SWBAT:

- Paraphrase and summarize ideas presented orally
- Defend a point of view
- Explain outcomes
- Connect ideas with supporting details/evidence
- Substantiate opinions with reasons and evidence
- Use and explain metaphors and similes
- Communicate with fluency in social and academic contexts
- Discuss, compare and give examples of abstract, content-based ideas (e.g., democracy, justice)

III.: Reading

SWBAT:

- Order paragraphs
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Interpret adapted classics or modified text
- Match cause to effect
- Identify specific language of different genres and informational texts
- Use an array of strategies (e.g., skim and scan for information)
- Apply strategies to new situations
- Infer meaning from modified grade-level text

IV.: Writing

SWBAT:

- Create multiple-paragraph essays
- Use details/examples to support ideas
- Use transition words to create cohesive passages
- Compose intro/body/conclusion
- Paraphrase or summarize text
- Take notes (e.g., for research)
- Create expository text to explain graphs/charts
- Produce research reports using multiple sources/citations

Pacing Guide

<u>Content</u>	<u>Number of Days</u>
Unit 1:	30
Unit 2:	30
Unit 3:	30
Unit 4:	30
Unit 5:	30
Unit 6:	30
	—
	180 days

Curriculum Units

- | | | | |
|----------------|----------------------|----------------|-------------------|
| Unit 1: | Change | Unit 2: | Challenges |
| Unit 3: | Relationships | Unit 4: | Home |
| Unit 5: | Human Spirit | Unit 6: | The Sky |

Unit 1 - Change

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can change improve people's lives? What do you think daily life was like hundreds of years ago? How would your life be different if we didn't have some of these advances today?</p>	<p>Literary Words: plot, conflict, imagery, setting Word Study: Double consonants, nouns that modify nouns, apostrophes, spelling long a/e Reading Strategy: analyze historical context, recognize sequence, visualize, preview Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Sequence words and phrases, appositives, simple past, comparison structures (adj, adv) order of adj.; compound adj. Writing: Descriptive, use chronological order, sensory details, spatial order, impressions</p>	<p>Describe event, object, place, group of people Team presentation Descriptive Essay Reader's Theater Games</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 2 - Challenges

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the benefits of facing challenges? Do you think there are benefits in facing a challenge? What is one challenge you or someone you know has faced? Was the outcome a positive one? Is it always a good thing to face a challenge? What do you think the quote means, "What doesn't kill me makes me stronger?"</p>	<p>Literary Words: characters, point of view, author's influences, external conflict Word Study: ch & tch words, prefixes im-, over-, um-, after- Reading Strategy: skim, identify problems & solutions, predict, recognize cause and effect Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Prepositions: present/past progressive, Gerunds, simple and compound sentences, passive voice regular/irregular participles Writing: Fictional narrative, POV and consequences of POV, character traits and dialogue</p>	<p>Personal narrative Fictional narrative Write a story starter Rewrite a familiar story Write a personal letter, Write a dialogue Reader's Theater Games</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 3 - Relationships

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How are relationships with others important? When you meet new people, how do you decide if you want to be friends with them?</p>	<p>Literary Words: foreshadowing, irony, oral tradition, legend, character motive Word Study: spelling s- blends, suffixes -er, -or, synonyms, sound-letter relationships Reading Strategy: analyze cultural context, compare/contrast, identify w/ character, classify Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Imperatives – embedded questions, agreement complex sentences, transitions to show contrast, cause & effect, similarity, antecedent pronoun agreement, parallel structure Writing: Expository, sequence, classification</p>	<p>How-to-demonstration Expository Essay Write instructions Write a critique Write a classifying paragraph Reader's Theater Games</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 4 - Home

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What does home mean? Is it possible to have more than one home? Is home always a physical space? What feelings do you have when you are at home?</p>	<p>Literary Words: suspense, climax, speaker, symbol Word Study: silent letters, homophones, long o, suffix -ion Reading Strategy: use visuals, summarize, monitor comprehension, analyze text structure Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: adjectival clauses, adverbial clauses, factual conditional Writing: Expository, 5 w's, interpretation</p>	<p>Write a magazine article Write a plot summary to literature Write a problem and solution paragraph Reader's Theater Games</p>	<p>Tests Quizzes Projects Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 5 - Human Spirit

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the human spirit?</p> <p>Where do the qualities of helping others, even in the most challenging situations, come from?</p> <p>Are these qualities extraordinary, or are they part of the human spirit?</p> <p>What helps you do your best, even when you may be tired or upset?</p>	<p>Literary Words: dialogue, theme, diary, drama, stage direction</p> <p>Word Study: capitalization, words ending consonant + -le, -al, -le, /j/ spelling, antonyms</p> <p>Reading Strategy: inferences, fact and opinion, read aloud, main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: phrasal verbs, present perfect progressive, punctuation in quotations</p> <p>Writing: Persuasive</p>	<p>Give a radio commercial Write an advertisement Write a review</p> <p>Write a persuasive essay</p> <p>Write a letter to the editor</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6 - The Sky

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does the sky influence us?</p> <p>What do you know about the night sky?</p> <p>Do you believe that it is possible for the sky to influence people on Earth?</p> <p>Why do you think that humans have been so interested in visiting the moon?</p>	<p>Literary Words: personification, stanza, rhyme, myth</p> <p>Word Study: lexical sets, long i spelling, acronyms, Greek and Latin roots</p> <p>Reading Strategy: connect ideas, read for enjoyment, take notes, analyze text structure</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: semi-colons, colons, title rules, parenthesis, brackets, ellipses, quoting sources, transitional clauses</p> <p>Writing: Research, frame questions that direct investigation, paraphrases, quotations</p>	<p>Write poetry</p> <p>Create/use a main idea web</p> <p>Write introductory para.</p> <p>Write a research report Reader's Theater</p> <p>Create graphic organizers</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Common Core State Standards – Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 9-12

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 9-12

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

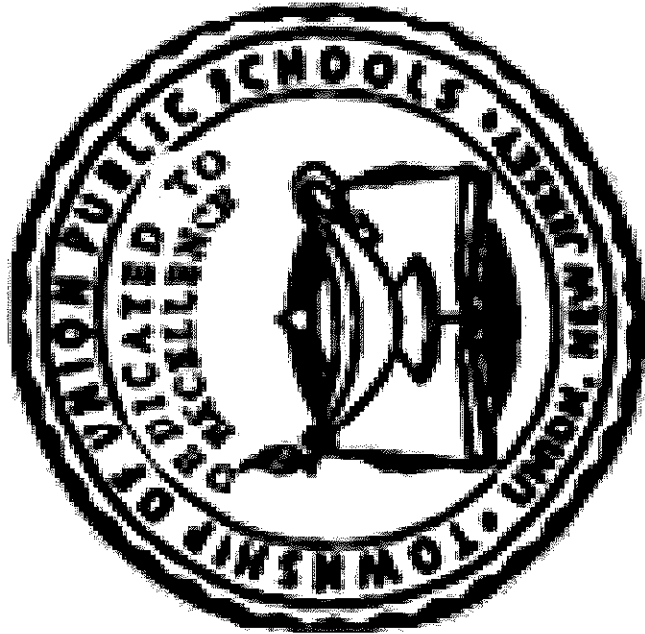
New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric for Writing

		New Jersey Registered Holistic Scoring Rubric for Writing					
In Scoring, consider the grid of written language	Score	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
		1	2	3	4	5	6
Content & Organization		<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage		<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper Numerous errors 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Details appropriate and varied Few errors 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Sentence Construction		<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics		<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors



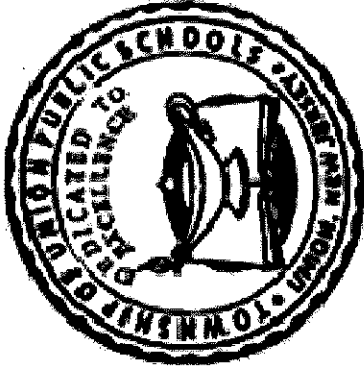
TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL Grades 6-8

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

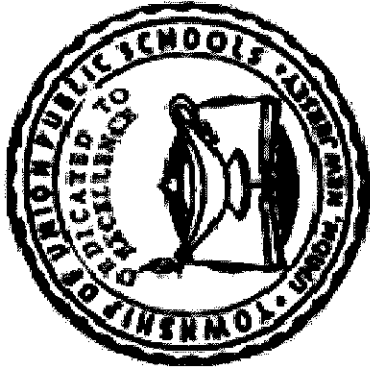
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

ESL Grades 6-8

Curriculum Committee Members

Sonia Decker

Esterina Fusco

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level—if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

- I. Identification**
 - Registration
 - Teacher recommendation
 - Informal evaluation by an ESL instructor

- II. Multiple Entrance Criteria**
 - W-APT- Placement test
 - ACCESS for ELLs - students must score at or below state established cut-offs
 - ESL teacher recommendation

- III. Program**
 - Two periods of ESL daily for beginning students
 - One period of ESL daily for intermediate and advanced students

- IV. Monitoring**
 - Supervisor
 - ESL instructor

- V. Multiple Exit Criteria**
 - ACCESS for ELLs and other Performance and Standardized tests
 - ESL teacher recommendation
 - Mainstream classroom performance

- VI. Follow up**
 - Teacher recommendation
 - Re-entry if student fails to perform well in mainstream

Course Description

ESL - INTERMEDIATE / ADVANCED

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills in listening, speaking, reading and writing. In addition, an appreciation of other cultures and critical thinking are emphasized.

At the **INTERMEDIATE** level of English proficiency, English language learners will process, understand, produce or use:

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with errors that do not interfere with meaning presented with sensory, graphic or interactive support

At the **ADVANCED** level of English proficiency, English language learners will process, understand, produce or use:

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal errors presented with sensory, graphic, or interactive support

Recommended Textbooks

- **Keystone Series— Longman**
- **The Oxford Picture Dictionary for the Content Areas**
- **Scholastic Action Magazine**
- **Easy English Newspaper**
- **Ancillary Books and materials**
- **Online Resources**

Course Proficiencies (WIDA STANDARDS (Intermediate & Advanced))

I.: Listening

SWBAT:

Intermediate

Locate, select, and order information from oral descriptions
Follow multi -step oral directions
Categorize or sequence oral information
Analyze and apply oral information
Identify cause and effect from oral discourse

Advanced

Connect and evaluate information from various sources
Compare and contrast ideas from oral information
Draw conclusions or infer from oral information
Interpret information from oral discourse
Identify cause and effect from oral discourse

II.: Speaking

SWBAT:

Intermediate

Formulate hypotheses and make predictions
Describe processes and procedures
Give a speech or oral report
Retell stories or events
Ask and answer questions
Discuss holidays and culture

Advanced

Critique and evaluate plays, films, and books
Give a persuasive speech
Express and defend points of view
Discuss different literary genres
Discuss holidays and culture

III.: Reading

SWBAT:

Intermediate

Follow multi-step directions
Use context clues to determine meaning of words
Organize information from a text
Identify main ideas and supporting details
Research a topic

Advanced

Locate specific information in text
Use context clues to determine meaning of words
Interpret information from a text
Draw conclusions and infer from text
Research a topic

IV.: Writing

SWBAT:

Intermediate

Describe people and events
Edit and revise writing
Summarize information from graphics or notes
Compare and contrast information
Correspond for social purposes
Produce expository or narrative text

Advanced

Write an essay
Write in different genres
Correspond for formal and informal purposes
Apply information to new contexts
Produce a report from notes or outlines

Curriculum Units

Grade 6 – Keystone A

Unit 1: Mysteries	Unit 2: Growing Up
Unit 3: Helping Others	Unit 4: Winning and Losing
Unit 5: Courage and Imagination	Unit 6: Life in the Future

Grade 7 – Keystone B

Unit 1: Natural World	Unit 2: Journeys
Unit 3: Success	Unit 4: Change
Unit 5: Frontiers	Unit 6: What is true?

Grade 8 – Keystone C

Unit 1: Change	Unit 2: Challenges
Unit 3: Relationships	Unit 4: Home
Unit 5: Human spirit	Unit 6: The Sky

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1:	25
Unit 2:	25
Unit 3:	25
Unit 4:	25
Unit 5:	25
Unit 6:	25
Scholastic Action Magazine & Easy English Newspaper (Throughout the year)	30
	<hr/>
	180 days

GRADE 6
Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can all mysteries be solved?</p> <p>What do you believe?</p> <p>How mysteries are usually solved?</p> <p>What are some mysteries that have been solved and have not been solved?</p> <p>What are your favorite kinds of mysteries?</p>	<p>Literary Words: Idioms, puns, character & character traits, plot</p> <p>Word Study: Same sounds, diff. spellings, compound nouns, ai, ay, ee oa words, prefixes un- dis-</p> <p>Reading Strategy: Preview, draw conclusions, use visuals, predict</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: Parts of speech/sent, possessive nouns, adjectives, pronouns, indefinite pronouns; comparison structures, comp./ superlative adjectives, single/multi word prepositions of location</p> <p>Writing: Descriptive - place, event, object, character</p>	<p>Write Descriptive Essay</p> <p>Descriptive Guessing Game</p> <p>Write a biography</p> <p>Write an autobiography</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does growing up change us?</p> <p>Do boys and girls have different experiences of growing up?</p> <p>What are some of the positive things about growing up?</p> <p>What are some of the positive things about growing up?</p>	<p>Literary Words: dialogue, setting, Point of V, narrator</p> <p>Word Study: long vowel e & o, suffixes -ness, -tion, -ation, Sound-letter relationships</p> <p>Reading Strategy: compare & contrast, visualize, recognize historical context</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: showing contrast, coordinating conjunctions, conj. Adverbs, count/non-count nouns, simple past reg. irreg verbs, direct quotations – statements & questions</p> <p>Writing: Write about character & setting, story from a different point of view, personal narrative, sequence of events, spatial order, chronol order, memorable exp.</p>	<p>Write a friendly letter.</p> <p>Write a short story</p> <p>Personal narrative</p> <p>Points of View piece</p> <p>Biography</p> <p>Autobiography</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does helping others help us all? Have you ever helped anyone? How did that person feel when you helped him or her? How did helping someone else make you feel?</p>	<p>Literary Words: dialect, mood, suspense, figure of speech, hyperbole Word Study: uses of apostrophe, silent gh, synonyms/antonyms, Greek and Latin roots Reading Strategy: Inferences, problems/solutions, fact and opinion, main ideas and details Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Sentence agreement, prepositions/phrases of time, adjective placement, participial adjectives Writing: Persuasion, critical evaluation</p>	<p>Write a book review Write a persuasive paragraph Diary entry Persuasive speech Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Cloze questions Student work portfolio</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What do we learn from winning and losing? Have you ever won something? How did it make you feel? What can you learn from winning? What can you learn from losing?</p>	<p>Literary Words: rhythm, repetition, rhyme scheme, table, moral, personification, myth Word Study: long vowel i, homophones, spellings for r controlled vowels, multiple-meaning words Reading Strategy: read for enjoyment, cause and effect, author's purpose, ask questions Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: present perfect, complex sentences with subordinating conjunctions, adverb clauses, past perfect Writing: Expository, who, what, where, when, why; Compare and contrast two topics; How are causes and effects logically related?</p>	<p>Write a response to literature, cause and effect paragraph Compare and contrast games Write a newspaper article Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks, (CPIs)	Activities	Assessments
<p>How are courage and imagination linked?</p> <p>What have you done that might be considered brave?</p> <p>How did it make you feel?</p> <p>What kinds of things have you done that require imagination?</p> <p>In what ways do you think courage and imagination can be linked?</p>	<p>Literary Words: Setting the scene, list of characters, stage directions, humor, colorful language</p> <p>Word Study: spelling words with oo and ea, suffixes -- ic, -ist, -able, prefixes mega-, tele-, re-</p> <p>Reading Strategy: Analyze text structure, follow steps in a process, summarize, classify</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: future tense, imperatives -- sequence words/phrases, reported speech, active/passive voice</p> <p>Writing: Expository</p>	<p>Write a formal e-mail</p> <p>how-to instructions</p> <p>plot summary</p> <p>paragraph that classifies expository essay</p> <p>Games</p> <p>Reader's Theater</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks, (CPIs)	Activities	Assessments
<p>What is your vision of life in the future?</p> <p>What do you think schooling will be like in the future?</p> <p>How do you think students will learn their subjects?</p> <p>How will we communicate with each other? What is already happening in communication that will help answer this question? How will forms of entertainment be different?</p>	<p>Literary Words: simile, metaphor, stanzas, science-fiction, setting</p> <p>Word Study: diphthongs oi, ou, Greek and Latin roots, Schwa a, e, i, o, u, cognates</p> <p>Reading Strategy: taking notes, analyze text structure, skim, analytical skills</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: transitions, capitalization, punctuation, abbreviations, quotations for exact quotes</p> <p>Writing: Research, intro. Paragraph, support main ideas, quotations/citations, paraphrasing</p>	<p>Write an introductory paragraph</p> <p>Write a research report</p> <p>Reader's Theater</p> <p>Create graphic organizers</p> <p>Write poetry</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

GRADE 7
Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does the natural world affect us? What parts of the natural world are essential for our survival? What parts of the natural world are essential for our enjoyment?</p>	<p>Literary Words: imagery, sensory details, figurative language, personification, setting Word Study: prefixes in- re- over- un- decoding digraphs, compound nouns, long a Reading Strategy: predict, preview, visualize, identify main ideas and details Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: adjectival phrases, appositives, pronoun modifiers, parallel structure, subject-verb agreement Writing: Descriptive</p>	<p>Write descriptive essay for object, place, person, event Reader's Theater Games for word study and grammar</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Where can a journey take you? Do all journeys actually involve physical travel? What is the difference between a journey and a trip? What are some ways you can grow on a journey? Is life a journey or a destination?</p>	<p>Literary Words: plot, character, POV, simile, metaphor Word Study: Roots vict, laps, vis, mem, mand, suffixes er, or, words ending in y, words multiple parts of speech Reading Strategy: identify problems/solutions, use visuals, inferences, cause and effect Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: simple past, active/passive voice, adverbial clauses, past progressive Writing: Narration, write a story from a different POV</p>	<p>Write a personal narrative Write a personal letter Write a story with a starter Give a presentation Write a descriptive essay Write a biography Autobiography Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What defines success? What do people do in order to be successful? Name people that you think are successful? What makes him or her a success?</p>	<p>Literary Words: extended metaphor, repetition, stanza, character motivation, suspense Word Study: prefixes under-, re-, multi-, inter-, homophones, inflections -ed, -ing, foreign words Reading Strategy: Connect ideas, fact and opinion, predict, ask questions Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Gerunds, infinitives, expressions of quantity Writing: Expository, compare and contrast</p>	<p>Write a critique Expository essay Problem and solution writing Write a news article Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Can we see change as it happens? What changes have you personally experienced? Could you see each change as it happened or was it gradual? What changes do you see happening at your school and in the community? What changes do you see that might affect our world</p>	<p>Literary Words: conflict, foreshadowing, rhyme, theme Word Study: proper nouns, long e, synonyms Reading Strategy: scan, draw conclusions, recognize sequence, identify author's purpose Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: present perfect, complex sentences with because and since, antecedent pronouns, subject-verb agreement, models, future with will, won't Writing: Persuasive, support opinions with facts, examples and details; ask and answer questions, make a recommendation</p>	<p>Give a speech Write an advertisement Persuasive Essay Write a review Write letter to the editor Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why do we explore new frontiers?</p> <p>What places have you explored?</p> <p>What is your favorite place that you have explored? What did you find in your exploration?</p> <p>Would you go back to these places?</p>	<p>Literary Words: dialogue, flashback, onomatopoeia, hyperbole</p> <p>Word Study: synonyms, spelling ei, ie, freq. misspelled words, compound words</p> <p>Reading Strategy: generalizations, take notes, skim, summarize</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: past perfect, past participle, imperatives, sequence words, phrases, clauses; adjectival phrases</p> <p>Writing: instructional, cause and effect related, sequence, classification, categories</p>	<p>Write cause/effect paragraph</p> <p>Write instructions</p> <p>Write a classifying paragraph</p> <p>Write a summary</p> <p>Team presentation</p> <p>Write an instructional essay</p> <p>Reader's Theater</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we know what is true?</p> <p>When you were younger, what things about the world did you question? What explanations did people give you?</p> <p>How were they different from scientific explanations that you now know?</p>	<p>Literary Words: myth, hero, heroine, science-fiction, stage directions</p> <p>Word Study: antonyms, long I, -ible, -able, word roots</p> <p>Reading Strategy: analyze text structure, evaluate new and written information, compare and contrast,</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: reported speech statements and questions, participle adjectives, conjunctive adverbs</p> <p>Writing: Research</p>	<p>Write a play</p> <p>Write a research report</p> <p>Intro paragraph</p> <p>Create graphic organizers</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

GRADE 8

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>How can we improve people's lives? What do you think daily life was like hundreds of years ago? How would your life be different if we didn't have some of these advances today?</p>	<p>Literary Words: plot, conflict, imagery, setting Word Study: Double consonants, nouns that modify nouns, apostrophes, spelling long a/e Reading Strategy: analyze historical context, recognize sequence, visualize, preview Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Sequence words and phrases, appositives, simple past, comparison structures (adj, adv) order of adj.; compound adj. Writing: Descriptive, use chronological order, sensory details, spatial order, impressions</p>	<p>Describe event, object, place, group of people Team presentation Descriptive Essay Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>What are the benefits of facing challenges? Do you think there are benefits in facing a challenge? What is one challenge you or someone you know has faced? Was the outcome a positive one? Is it always a good thing to face a challenge? What do you think the quote means, "What doesn't kill me makes me stronger?"</p>	<p>Literary Words: characters, point of view, author's influences, external conflict Word Study: ch & tch words, prefixes im-, over-, um-, after- Reading Strategy: skim, identify problems & solutions, predict, recognize cause and effect Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Prepositions: present/past progressive, Gerunds, simple and compound sentences, passive voice regular/irregular participles Writing: Fictional narrative, POV and consequences of POV, character traits and dialogue</p>	<p>Personal narrative Fictional narrative Write a story starter Rewrite a familiar story Write a personal letter, Write a dialogue Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How are relationships with others important? When you meet new people, how do you decide if you want to be friends with them?</p>	<p>Literary Words: foreshadowing, irony, oral tradition, legend, character motive Word Study: spelling s- blends, suffixes –er, –or, synonyms, sound-letter relationships Reading Strategy: analyze cultural context, compare/contrast, identify w/ character, classify Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Imperatives – embedded questions, agreement complex sentences, transitions to show contrast, cause & effect, similarity, antecedent pronoun agreement, parallel structure Writing: Expository, sequence, classification</p>	<p>How-to-demonstration Expository Essay Write instructions Write a critique Write a classifying paragraph Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What does home mean? Is it possible to have more than one home? Is home always a physical space? What feelings do you have when you are at home?</p>	<p>Literary Words: suspense, climax, speaker, symbol Word Study: silent letters, homophones, long o, suffix -ion Reading Strategy: use visuals, summarize, monitor comprehension, analyze text structure Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: adjectival clauses, adverbial clauses, factual conditional Writing: Expository, 5 w's, interpretation</p>	<p>Write a magazine article Write a plot summary Respond to literature Write a problem and solution paragraph Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the human spirit?</p> <p>Where do the qualities of helping others, even in the most challenging situations, come from?</p> <p>Are these qualities extraordinary, or are they part of the human spirit?</p> <p>What helps you do your best, even when you may be tired or upset?</p>	<p>Literary Words: dialogue, theme, diary, drama, stage direction</p> <p>Word Study: capitalization, words ending consonant + -le, -al, -le, /j/ spelling, antonyms</p> <p>Reading Strategy: inferences, fact and opinion, read aloud, main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: phrasal verbs, present perfect progressive, punctuation in quotations</p> <p>Writing: Persuasive</p>	<p>Give a radio commercial</p> <p>Write an advertisement</p> <p>Write a review</p> <p>Write a persuasive essay</p> <p>Write a letter to the editor</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does the sky influence us?</p> <p>What do you know about the night sky?</p> <p>Do you believe that it is possible for the sky to influence people on Earth?</p> <p>Why do you think that humans have been so interested in visiting the moon?</p>	<p>Literary Words: personification, stanza, rhyme, myth</p> <p>Word Study: lexical sets, long i spelling, acronyms, Greek and Latin roots</p> <p>Reading Strategy: connect ideas, read for enjoyment, take notes, analyze text structure</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: semi-colons, colons, title rules, parenthesis, brackets, ellipses, quoting sources, transitional clauses</p> <p>Writing: Research, frame questions that direct investigation, paraphrases, quotations</p>	<p>Write poetry</p> <p>Create/use a main idea web</p> <p>Write introductory para.</p> <p>Write a research report</p> <p>Reader's Theater</p> <p>Create graphic organizers</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Common Core State Standards – Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 6-8

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 6-8

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 6-8

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

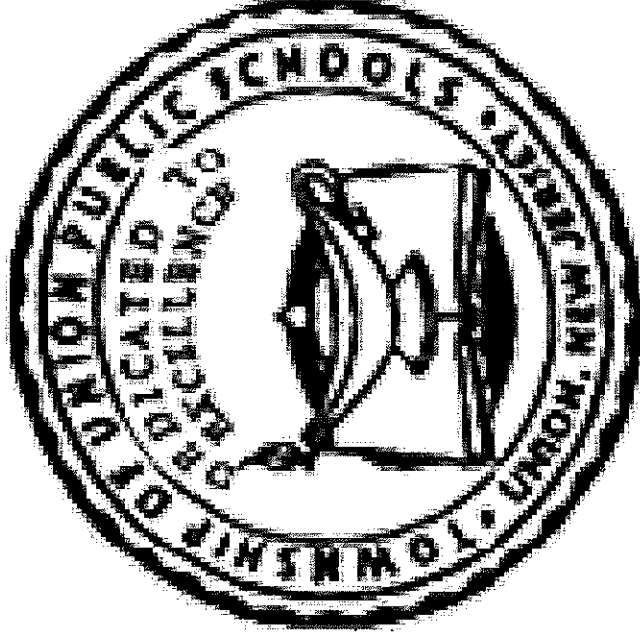
	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts to focus and/or closing Attempts to focus Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper Numerous errors 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Details appropriate and varied Few errors 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

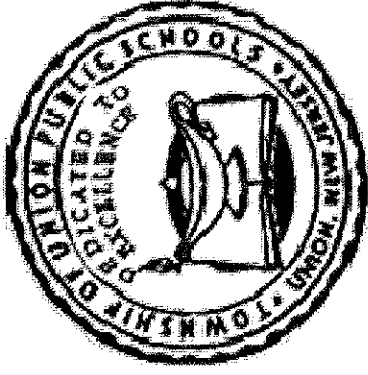
TOWNSHIP OF UNION PUBLIC SCHOOLS



German I

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

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David Arminio, Vice President

Steven Le

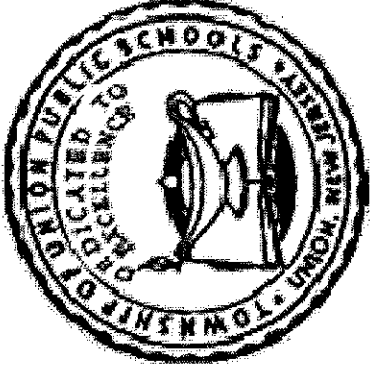
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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

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Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

German I

Susan Roberts

Agata Kania-Cyburt

Curriculum Committee Members

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course develops communicative skills in German and teaches the students about German-speaking countries and cultures. Cultural topics and dialogues will serve as the point of departure for conversation and written exercises. The students will connect, reinforce and acquire information to and from other disciplines. Students will be able to demonstrate understanding of the nature of language by comparing their own language and culture with that of the language studied. Students will also be able to use German beyond the school setting, listening to music and radio, read magazines and newspapers, gather information via internet, view films, travel and speak to family members or friends.

Recommended Textbooks

Deutsch Aktuell 1 Textbook and Workbook.

Course Proficiencies

Students will be able to...

1. Utilize basic strategies for communication
2. Greet and say farewell
3. Ask and tell someone's name
4. Introduce someone else
5. Count from 0 to 1000
6. Ask and tell someone's age
7. Add and subtract numbers
8. Give telephone numbers
9. Use the verb *sein* in all forms
10. Say the alphabet
11. Spell words and vocabulary thus far learned
12. Ask and tell how things are going
13. Inquire where someone is from
14. Ask where someone lives
15. Recognize cognates in German and English
16. Use the letter β
17. Use personal pronouns
18. Use the familiar and formal pronouns *du*, *ihr* and *Sie*
19. Use present tense forms of regular verbs
20. Use and follow basic classroom commands

Curriculum Units

Unit 1: Greetings and Introductions

Unit 2: Family / At Home

Unit 3: Hobbies and Interests

Unit 4: School

Unit 5: The City

Unit 6: Food and Dining

Unit 7: Shopping

Unit 8: Festivals and Holidays

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Greetings and Introductions</u>	<u>22.5</u>
<u>Unit 2: Family / At Home</u>	<u>22.5</u>
<u>Unit 3: Hobbies and Interests</u>	<u>22.5</u>
<u>Unit 4: School</u>	<u>22.5</u>
<u>Unit 5: The City</u>	<u>22.5</u>
<u>Unit 6: Food and Dining</u>	<u>22.5</u>
<u>Unit 7: Shopping</u>	<u>22.5</u>
<u>Unit 8: Festivals and Holidays</u>	<u>22.5</u>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I greet and say farewell to someone? 2. How do I ask and tell someone's name? 3. How do I introduce someone else? 4. How do I ask and tell someone's age? 5. How do I give telephone numbers? 6. How do I ask and tell how things are going? 7. How do I inquire where someone is from? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Use and follow basic classroom commands 4. Answer and talk on the phone 5. Ask for and give information 6. Talk about what to do and what you are doing 7. Give telephone numbers 8. Talk about your age and someone else's age 9. Use numbers from 10 – 1,000 10. Talk about the days of the week 11. Form questions using verb first construction 12. Form questions using interrogative pronouns 13. Use definite articles in nominative case 	<ol style="list-style-type: none"> 1. Carry on a brief conversation with a fellow student. 2. Sing the alphabet song. 3. Interview a classmate about where they are from, phone etc. 4. Play TPR number game. 5. Drill and practice. <ol style="list-style-type: none"> a. repetition b. Pronunciation of student's German names and other related vocabulary. 6. Online activities for greetings 	<ol style="list-style-type: none"> 1. Classroom 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening and Comprehension and Written

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about and point out family members? 2. How do I answer the telephone? 3. How do I talk about the time of day and day of the week? 4. How do I ask for and give information? 5. How do I say what I am doing? 	<ol style="list-style-type: none"> 1. Utilize techniques to initiate and maintain basic conversations 2. Employ basic strategies for communication 3. Talk about and point out family members. 4. Answer a telephone call. 5. Inquire about times of specific events 6. Report information 7. Express times of the day 8. Tell time 9. Use expressions <i>zu Hause/nach Hause</i> 	<ol style="list-style-type: none"> 1. Drill and practice 2. puzzles; word search, crossword, etc. 3. complete arithmetic problems 4. Family tree 5. Carry on dialogue provided by teacher. 6. Time telling exercises 7. Online activities for time and days of the week 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Family Trees 6. Quizzes 7. Tests – Listening Comprehension and Written

Unit 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I ask and tell what someone is doing? 2. How do I talk about what interests me? 3. How do I express likes and dislikes? 4. How do I inquire about times of specific events? 5. How do I report information? 	<ol style="list-style-type: none"> 1. Utilize techniques to initiate and maintain basic conversations 2. Employ basic strategies for communication 3. Ask and tell what someone is doing 4. Talk about what interests you 5. Express likes and dislikes using <i>gern</i> 6. Use the verb <i>haben</i> 7. Inquire about times of specific events 8. Report information 9. Express times of the day 10. Tell time 11. Use word order for statements 	<ol style="list-style-type: none"> 1. Time telling activities. 2. Communicative activities – pairs and small groups. 3. Write a brief dialogue. 4. Audio/Video Activities. 5. Online activities for telling time 	<ol style="list-style-type: none"> 1. Classroom 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening and Written

Unit 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about school? 2. How do I identify classroom objects? 3. How do I describe a daily routine? 4. How do I sequence events? 5. How do I agree and disagree with statements? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations³. Identify classroom objects 3. Talk about the Gymnasium, Realschule, Hauptschule 4. Talk about school subjects and grades 5. Tell time 6. Describe daily routines and the school day 7. Discuss what to do after school 8. Describe a class schedule 9. Use verb “sein” correctly in a sentence 11. Understand the accusative case of definite articles and be able to use it 12. Understand and use question words wer, wen, was 13. Know basic facts about German geography 	<ol style="list-style-type: none"> 1. Drill and practice. 2. “Picture Walk” identify various classroom objects 3. Simon says 4. Bingo and other word games 5. Classroom role play 6. Stundenplan design 7. Online activities for school and classroom objects 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening Comprehension and Written

Unit 5

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about the weather? 2. How do I discuss a purchase? 3. How do I identify countries and languages spoken there? 4. How do I ask where someone is from? 5. How do I give information? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Talk about the weather 4. Tell months and seasons 5. Identify countries and languages spoken there 6. Discuss a purchase 7. Ask where someone is from 8. Give information 9. Use indefinite articles in nominative and accusative case 10. Identify and use plurals forms of nouns 11. Use negation properly 12. Use question word phrases <i>Wie viel</i> and <i>Wie viele</i> 13. Identify places in Berlin 	<ol style="list-style-type: none"> 1. Travel Video 2. Map Labeling 3. Interpreting a weather map. 4. Student created Role Play 5. Weather Reporting 6. Drill and Practice 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening and Written

Unit 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I choose from a menu and order at a café? 2. How do I offer something to eat and drink? 3. How do I express likes and dislikes? 4. How do I make requests? 5. How do I give advice? 6. How do I talk about what to do today? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Choose from a menu and order in a café 4. Offer something to eat and drink 5. Express likes and dislikes, how food tastes 5. Name foods, beverages and various ice creams 6. Make requests 7. Give advice 8. Talk about what to do today 9. Talk about eating establishments 10. Use modal auxiliaries 11. Use future tense verb werden 12. Use forms of negation, kein and nicht 13. Be familiar with the Euro currency 	<ol style="list-style-type: none"> 1. Drill and Practice 2. Conduct interviews 3. Create a menu 4. Student created Role-play. 5. Restaurant Review. 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Menu writing 5. Speaking and communicative activities, paired group, and individual. 6. Quizzes 7. Tests – Listening and Comprehension and Written

Unit 7

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I make suggestions? 2. How do I ask about price? 3. How do I describe and choose clothing items? 4. How do I write a letter or card? 5. How do I talk about a department store? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain and end conversations 3. Make suggestions 4. Ask about prices 5. Describe and choose clothing items 6. Write a letter and a card 7. Talk about a department store 8. Identify colors 9. Use verbs with a stem vowel change 10. Use verb wissen 11. Use words for emphasis 	<ol style="list-style-type: none"> 1. Internet Shopping Activity 2. Clothing Race 3. TPR 4. Puzzles, word searches, crosswords 5. TPRS story writing 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening and Comprehension and Written

Unit 8

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do I talk about birthday presents? 2. How do I congratulate someone? 3. How do I identify rooms and furniture? 4. How do I describe daily activities? 	<ol style="list-style-type: none"> 1. Employ basic strategies for communication 2. Utilize techniques to initiate, maintain conversations 3. Talk about birthday presents and gift ideas 4. Congratulate someone 5. Talk about special occasions and birthdays 6. Identify rooms and furniture 7. Describe daily activities 8. Use possessive adjectives 9. Use personal pronouns in accusative case 10. Use accusative prepositions 11. Talk about Austria – cities, geography, neighbors 	<ol style="list-style-type: none"> 1. Plan a birthday party 2. Develop a floor plan 3. TPR prepositions exercise 4. Student created Dialogue 5. Drill and Repetition 	<ol style="list-style-type: none"> 1. Classwork 2. Homework 3. Dialog presentations 4. Speaking and communicative activities, paired group, and individual. 5. Quizzes 6. Tests – Listening and Written

New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/apps/cccs/wl/>

Scoring Rubric

<http://www.state.nj.us/education/archive/frameworks/worldlanguages/appendb.pdf>

Appendix B

Sample of Assessment Rubrics

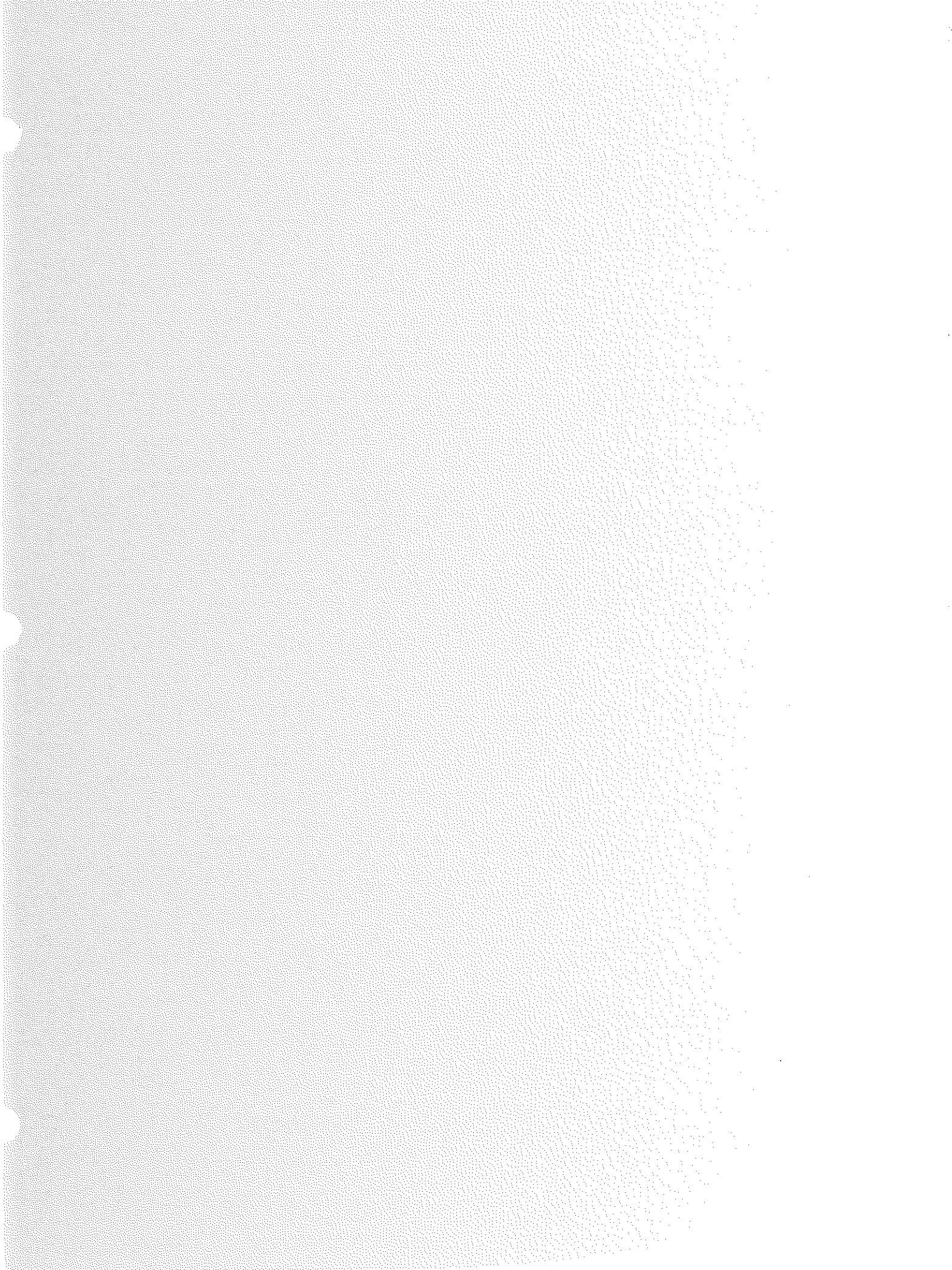
Rubrics for Oral Evaluation

	0	1	2	3	4	5
Pronunciation	no response	barely intelligible	numerous errors, difficult to understand	understandable, much native language interference	understandable, minimum native language interference	no conspicuous mispronunciations
Structure	no response	many errors, little sentence structure	numerous errors interfere with communication	frequent errors do not hinder communication	good, several errors	excellent, very few or no errors
Vocabulary	no response	inadequate	limited to basic words, often inaccurate	functional, fails to communicate complete meaning	adequate	precise, varied
Listening Comprehension	no response	recognizes simple memorized phrases	comprehends slow or directed speech	comprehends simplified speech	understands speech well, requires some repetition	understands nearly everything
Speaking/Fluency	no response	fragmented, barely intelligible	able to use routine expressions	incomplete sentences, communicates meaning with	adequately conveys meaning, several errors	natural, very few errors or no errors

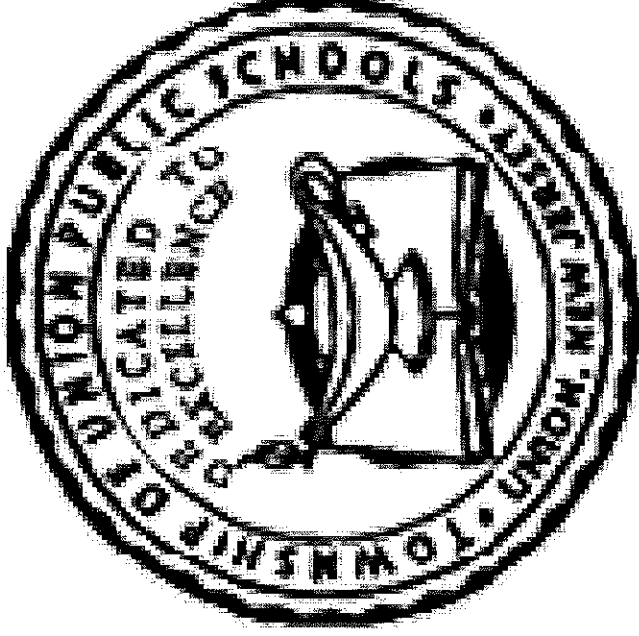
frequent errors

Rubrics for Written Evaluation

- 6/95 Extremely well written
Excellent content
Excellent usage of grammar
- 5/90 Very well written
Strong content
Nearly accurate usage of grammar
- 4/85 Well written
Good content
Good usage of grammar, but watch errors
- 3/80 Comprehensible
Content satisfactory
Numerous grammar errors and continue to make same errors
- 2/75 Content elementary
Essentially understandable use of language, however
Made several major errors in grammar
- 1/65 Content extremely weak
Made an effort but really made too many major errors making it very hard to understand



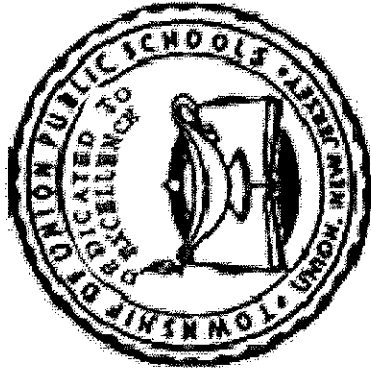
TOWNSHIP OF UNION PUBLIC SCHOOLS



German II

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

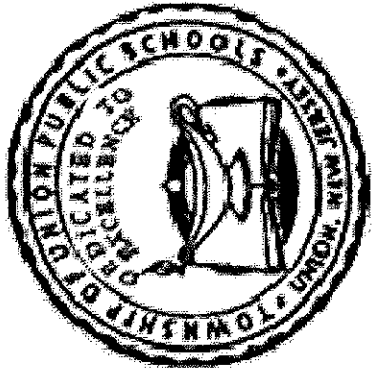
Guy Francis

Ronald McDowell

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Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionfa

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

German II

Curriculum Committee Members

Agata Kania-Cyburt

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course will start with a review of the basic structures, which were developed in the GERMAN ONE course. The acquisition of an adequate vocabulary will be emphasized. The linguistic skills acquired in the previous level will be reinforced and advanced. Reading of selected graded texts will continue. Students will be able to demonstrate understanding of the nature of language by comparing their own language and culture with that of the language studied.

Recommended Textbooks

Deutsch Aktuell 1 Textbook and Workbook
Deutsch Aktuell 2 Textbook and Workbook

Course Proficiencies

Students will be able to...

1. understand instructions and simple explanations
2. follow and execute commands given in the target language
3. understand the general meaning of passages which may contain some unfamiliar vocabulary items
4. answer questions based on passages after hearing it spoken at a normal rate of speed
5. express thoughts intelligibly and communicate ideas and desires to others
6. imitate models of the target language and reproduce near-native pronunciation
7. recite and respond to questions containing familiar vocabulary and expressions
8. use correct basic grammatical forms in simple sentences about familiar topics
9. speak for several minutes on a topic of choice and summarize a brief anecdote
10. recognize familiar sounds and words
11. select an appropriate translation for familiar words and sentences
12. read unfamiliar material with understanding and answer written questions on the material
13. communicated thoughts in written form using reasonably correct structures
14. write on topics suitable to his/her linguistic development: paragraph, dialogue, describe a picture, a friendly letter, dictation, correct answers to familiar questions
15. compare/contrast aspects of the German-speaking lands including such topics: cuisine/eating habits, geography, legends/fairy tales, customs, holidays/festivals

Curriculum Units

Unit 1: Hobbies and obligations at home

Unit 2: Sports and body description

Unit 3: Means of transportation and places in a city

Unit 4: Traveling and airport facilities

Unit 5: Camping and youth hostel

Unit 6: Vacation and weather forecast

Unit 7: Weekly activities, farm and animals

Unit 8: Music and musical instruments

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Hobbies and leisure-time activities	24
<u>Unit 2:</u> Sports and body description	26
<u>Unit 3:</u> Means of transportation and places in a city	25
<u>Unit 4:</u> Traveling and airport facilities	24
<u>Unit 5:</u> Camping and youth hostel	23
<u>Unit 6:</u> Vacation and weather forecast	23
<u>Unit 7:</u> Weekly activities, farm and animals	20
<u>Unit 8:</u> Music and musical instruments	15

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What kind of movies do you like? • How often do you see a movie and who accompanies you when you go to see one? • What do you usually do during a weekend? • Which is your favorite hobby and why do you prefer it? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about a film • reasons for seeing or not seeing a particular film • express likes and dislikes • describe weekend activities and hobbies • verbs with separable prefixes • compound nouns • command forms 	<ul style="list-style-type: none"> • write and rehearse dialog about inviting a friend to a movie • be able to communicate with a partner about films you like and/or dislike • listen to a dialog pertinent to the theme and answer questions which demonstrate the listening comprehension ability 	<ul style="list-style-type: none"> • accuracy of written and oral expression • creativity of dialogues • accuracy of usage vocabulary words, grammatical structures • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What sports do you like and/or dislike? • When and with whom do you watch your favorite games? • What sport do you practice? • When and where do you practice your favorite sport? • How does one of your friends look like? • What is the most popular and most widely played sport in Germany? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about sports • talk about recreational activities • describe parts of the body • talk about a soccer game • use of indirect object • order of objects in a sentence • use of dative prepositions • personal pronouns in the dative case 	<ul style="list-style-type: none"> • write a description of a sport that you are interested in • write a description of a friend or relative • be able to communicate with a partner about sports you like and/or dislike • listen to a dialog pertinent to the theme and answer questions which demonstrate the listening comprehension ability 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What means of transportation do you prefer when travelling to a big city? • What special places do you usually visit in an unknown city? • What means of transportation can somebody use in a big city? • What did you like and/or dislike in during your last longer trip? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about means of transportation • describe different places in a city • give directions • talk about your travel experience • learn the forms of the present perfect tense of regular verbs • learn the forma of the present perfect tense of irregular verbs • discuss the use of the present perfect tense in German and English 	<ul style="list-style-type: none"> • describe (in oral and written form) the means of transportation used by a student (who lives in a big German city) in order to arrive to school • be able to communicate with a partner about the means of transportation that you like and those you dislike • listen to a dialog pertinent to the theme and answer questions which demonstrate the listening comprehension ability 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Where would you like to travel by plane? • How can a person arrive to an airport? • What do you usually put in your luggage when preparing for a long trip? • How should an airport be in order to run efficiently? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • discuss travel plans • describe airport facilities • identify pieces of luggage • sequence events • describe means of transportation • use comparison of adjectives and adverbs • review questions, sentence formation and personalized questions 	<ul style="list-style-type: none"> • write and rehearse a dialog about traveling to and within Germany • be able to communicate with a partner about various travel situations • listen to a travel dialog and answer comprehension questions 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> • When and where have you been camping? • What are the advantages and disadvantages of staying in a youth hostel? • What would you like to do during an ideal school trip? • What is your daily routine during a summer camping experience? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • ask for information • talk about youth hostels and camping facilities • express likes and dislikes when describing a trip • talk about travel experiences • employ reflexive verbs • use correct word order of dative and accusative cases • review sentence formation and completion and use opposites 	<ul style="list-style-type: none"> • write a description of a real or imaginary trip • write a dialog about staying in a youth hostel in Germany • describe activities available at a youth hostel or campground • listen to a dialog describing camping gear and answer comprehension questions 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How is the weather like during your favorite season? • How was the weather like during your last vacation? • What unexpected event did you experience in your last trip and/or vacation? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • ask for information • talk about past events • discuss weather conditions • plan and describe a trip • employ grammatical structures for reporting events • using the narrative past tense of regular and irregular verbs review sentence formation, present perfect tenses of regular and irregular verbs and use of direct and indirect objects 	<ul style="list-style-type: none"> • write a dialog about planning a vacation • investigate different forms of transportation to the vacation spot listen to a dialog describing a trip and answer comprehension questions • describe the weather during your vacation 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities • accuracy of usage vocabulary words

Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What household chores do you like and/or dislike? • How often do you have to do household chores? • What pet do you have or would you like to have? • What are the advantages and disadvantages of living on a farm? • What are the advantages and disadvantages of living in a city? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about obligations and household chores • describe daily activities • identify animals • talk about a farm • discuss life in a big city • express likes and dislikes • employ grammatical structures using select vocabulary, with the past tense of modals and infinitives used as nouns • review formation of interrogative sentences 	<ul style="list-style-type: none"> • write a brief description of the pet • write and rehearse dialog about household chores • create a story about animals on a farm • discuss rendering animal sounds listen to a dialog about life in a German city and answer comprehension questions 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities

Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What type of music do you like? • What music instrument do you play or would you like to play? • When, where and how often do you practice? • Which is your favorite band and why do you like it? • When and where have you been to a concert? • Who is your favorite German composer and musician? 	<ul style="list-style-type: none"> • employ basic communicative strategies • utilize techniques to initiate, maintain and end conversations • talk about music you like and/or dislike • talk about modern and classical instruments • talk about concerts you like or dislike to attend • review sentence formation • review modal auxiliaries • review possessive adjectives • Review preposition requiring the dative case 	<ul style="list-style-type: none"> • describe (in oral and written form) a music instrument you play or would like to play • be able to communicate with a partner about your favorite concert listen to a dialog pertinent to the theme and answer questions which will illustrate the listening comprehension abilities 	<ul style="list-style-type: none"> • accuracy of written and oral expression • timely completion of tasks • contribution and frequency of involvement in dialogues and group activities • accuracy of usage vocabulary words and grammatical structures

New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/apps/cccs/wl/>

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Scoring Rubric

Sample of Assessment Rubrics

Rubrics for Oral Evaluation

	0	1	2	3	4	5
Pronunciation	no response	barely intelligible	numerous errors, difficult to understand	understandable, much native language interference	understandable, minimum native language interference	no conspicuous mispronunciations
Structure	no response	many errors, little sentence structure	numerous errors interfere with communication	frequent errors do not hinder communication	good, several errors	excellent, very few or no errors
Vocabulary	no response	inadequate	limited to basic words, often inaccurate	functional, fails to communicate complete meaning	adequate	precise, varied
Listening Comprehension	no response	recognizes simple memorized phrases	comprehends slow or directed speech	comprehends simplified speech	understands speech well, requires some repetition	understands nearly everything
Speaking/Fluency	no response	fragmented, barely intelligible	able to use routine expressions	incomplete sentences, communicates meaning with frequent errors	adequately conveys meaning, several errors	natural, very few errors or no errors

Rubric for Written Evaluation

- 6/95 Extremely well written
Excellent content
Excellent usage of grammar
- 5/90 Very well written
Strong content
Nearly accurate usage of grammar
- 4/85 Well written
Good content
Good usage of grammar, but watch errors
- 3/80 Comprehensible
Content satisfactory
Numerous grammar errors and continue to make same errors
- 2/75 Content elementary
Essentially understandable use of language, however
Made several major errors in grammar
- 1/65 Content extremely weak
Made an effort but really made too many major errors making it very hard to understand

INDIVIDUAL EVALUATION

**New Jersey Department of Education
New Jersey Registered Holistic Scoring Rubric**

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts to focus and/or closing May drift or shift focus Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successfully overcome Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors Numerous serious errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
NE = Not English	Student wrote in a language other than English.
WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation