

**Abington School District
English as a Second Language Department
Planned Course of Study
Grades 10-12
Level A- 0161**

**Abington School District
970 Highland Avenue
Abington, PA 19001
2012**

I. OBJECTIVES:**PENNSYLVANIA ENGLISH LANGUAGE PROFICIENCY STANDARDS**

ACADEMIC STANDARDS	GOAL/OBJECTIVE
STANDARD 1:	English language learners communicate in English for SOCIAL and INSTRUCTIONAL purposes within the school setting.
STANDARD 2:	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

COMMON CORE STANDARDS for ENGLISH LANGUAGE ARTS

ACADEMIC STANDARDS	GOAL/OBJECTIVE
CC1.2: Reading Informational Text	Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
CC1.3 Reading Literature	Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
CC 1.4 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
CC 1.5 SPEAKING AND LISTENING	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

II. MAJOR CONCEPTS:**A. PA ELPS Standard 1- Social and Instructional Purposes**

- a. Basic Interpersonal Communication Skills (BICS)
- b. Cognitive Academic Language Proficiency (CALP)

B. PA ELPS Standard 2- Language Arts

- a. Support analyses of a range of grade level complex texts with evidence.
- b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- c. Construct valid arguments from evidence and critique the reasoning of others.
- d. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.
- e. Build upon the ideas of others and articulate their own when working collaboratively.
- f. Use English structures to communicate context specific messages.

C. Common Core Standard- Reading Informational Text

- a. Key Ideas and Details
- b. Craft and Structure
- c. Integration of Knowledge and Ideas
- d. Vocabulary Acquisition and Use
- e. Range of Reading and Level of Text Complexity

D. Common Core Standard- Reading Literature

- a. Key Ideas and Details

- b. Craft and Structure
- c. Integration of Knowledge and Ideas
- d. Vocabulary Acquisition and Use
- e. Range of Reading and Level of Text Complexity
- E. Common Core Standard- Writing**
 - a. Informative/ Explanatory
 - i. Focus
 - ii. Content
 - iii. Organization
 - iv. Style
 - v. Conventions of Language
 - b. Opinion/ Argumentative
 - i. Focus
 - ii. Content
 - iii. Organization
 - iv. Style
 - v. Conventions of Language
 - c. Narrative
 - i. Focus
 - ii. Content
 - iii. Organization
 - iv. Style
 - v. Conventions of Language
 - d. Response to Literature
 - e. Production and Distribution of Writing- Writing Process
 - f. Technology and Publication
 - g. Conducting Research
 - h. Credibility, Reliability and Validity of Sources
 - i. Range of Writing
- F. Common Core Standard- Speaking and Listening**
 - a. Comprehension and Collaboration
 - b. Presentation of Knowledge and Ideas
 - c. Integration of Knowledge and Ideas
 - d. Conventions of Standard English

III. INSTRUCTION:

- A. Course Schedule:
Length of course: 1 year, 5 classes per week
- B. Pacing

First Semester	Second Semester
Forms of Communication	WIDA ACCESS preparation
How the American System of Government Works	Overcoming Difficulty
The American Relationship	Multiculturalism

- C. Methods:
 1. Building background
 2. Making input comprehensible
 3. Including a variety of instructional strategies
 4. Encouraging interaction
 5. Practicing and applying information

D. Technology

1. ESL Reading Smart
2. Brain Pop ESL

E. Resources:

1. Shining Star Book A: Pearson Longman, 2003.
2. Adapted Readers
3. National Geographic Explorer Magazine
4. Easy English Newspaper
5. Picture Dictionary

IV. ASSESSMENT:

A. Procedures for Evaluation:

- a. Formative Assessment- will be administered in a variety of formats including but not limited to:
 - i. Speaking
 - ii. Reading
 - iii. Listening
 - iv. Writing
 - v. Quizzes
 - vi. Projects
 - vii. Home work
 - viii. Class work
 - ix. Participation
- b. Summative Assessment-
 - i. An assessment will be administered at the end of each unit.
- c. Accommodations- are aligned with those permitted for the PSSA/Keystones and included in IEPs will be provided for Special Education students who are enrolled in this course.

B. EXPECTED LEVELS OF ACHIEVEMENT:

- a. GRADING: Grades in Skyward will be weighted to reflect the PA English Language Proficiency Standards with a focus on the four domains of language:

Reading	20%
Writing	20%
Speaking	15%
Listening	15%
Graded Assignments	10%
Participation	20%

WIDA Can Do DESCRIPTORS:

Domain	Descriptor
Reading	<ul style="list-style-type: none">• Sequence illustrated text of fictional and non-fictional events• Locate main ideas in a series of simple sentences• Find information from text structure (e.g., titles, graphs, glossary)• Follow text read aloud (e.g., tapes, teacher, paired-readings)• Sort/group pre-taught words/phrases• Use pre-taught vocabulary (e.g., word banks) to complete simple sentences• Use L1 to support L2 (e.g., cognates)• Use bilingual dictionaries and glossaries
Writing	<ul style="list-style-type: none">• Complete pattern sentences

	<ul style="list-style-type: none"> • Extend “sentence starters” with original ideas • Connect simple sentences • Complete graphic organizers/forms with personal information • Respond to yes/no, choice, and some WH- questions
Speaking	<ul style="list-style-type: none"> • Convey content through high frequency words/ phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests
Listening	<ul style="list-style-type: none"> • Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements