

**Abington School District  
English as a Second Language Department  
Planned Course of Study  
Grades 10-12  
Level C- 0163**

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

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

<b>ACADEMIC STANDARDS</b>	<b>GOAL/OBJECTIVE</b>
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**

<b>ACADEMIC STANDARDS</b>	<b>GOAL/OBJECTIVE</b>
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, 2 classes per week
- B. Pacing

<b>First Semester</b>	<b>Second Semester</b>
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

E. Resources:

#### **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:**

<b>Domain</b>	<b>Descriptor</b>
Reading	<ul style="list-style-type: none"><li>• Interpret grade-level literature</li><li>• Synthesize grade-level expository text</li><li>• Draw conclusions from different sources of informational text</li><li>• Infer significance of data or information in grade-level material</li><li>• Identify evidence of bias and credibility of source</li></ul>
Writing	<ul style="list-style-type: none"><li>• Produce research reports from multiple sources</li><li>• Create original pieces that represent the use of a variety of genres and discourses</li><li>• Critique, peer-edit and make recommendations on others' writing from rubrics</li><li>• Explain, with details, phenomena, processes, procedures</li><li>• Give opinions, preferences, and reactions along with reasons</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Give multimedia oral presentations on grade-level material</li><li>• Engage in debates on content-related issues using technical language</li><li>• Explain metacognitive</li></ul>

	<ul style="list-style-type: none"> <li>• strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>• Negotiate meaning in pairs or group discussions</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Interpret cause and effect scenarios from oral discourse</li> <li>• Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>• Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>• Evaluate intent of speech and act accordingly</li> </ul>