

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

English as a Second Language

High School ESL I - Beginner

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August 2017

Course Philosophy

The language acquisition process takes place naturally, with no effort, as small children all over the world begin to understand, then to speak their native language. It is to be distinguished from second language acquisition/learning, a process that usually requires much more effort and perseverance. The older the child, the more difficult that task may be. For the English as a Second Language student, the awesome task of becoming proficient in English is somewhat facilitated by the total immersion in the new language and culture. In most cases, the child will first begin to listen, absorb and begin to comprehend, then to speak, read, and finally to write in the second language. For most people, however, learning a second language can be a slow, frustrating and confusing experience. This whole process of becoming fluent in a second language will differ greatly from learner to learner since it is dependent on so many factors: the age of the child, his/her intellectual ability and level of motivation, the native language itself and its similarities and/or differences to English, the amount of English spoken outside of school, the circumstances surrounding the student's immigration to the United States, and most importantly, the level of literacy in the native language.

Course Description

All curricula in the ESL Program reflect alignment with the WIDA Standards and address diverse linguistic, as well as cultural needs, of the students by providing varying levels of instruction. The primary functions of instruction are to provide a safe environment where students feel comfortable enough to take risks and to create as many opportunities as possible to use authentic language. Instruction provides “comprehensible input” (Krashen), that is, language that students can understand. All instruction is geared toward language proficiency in listening, speaking, reading and writing. Teachers provide developmental language instruction, ranging from basic survival skills, to communicative, to academic language skills needed in order to function in the mainstream. The focus of the program is also cultural: an awareness of American culture, as well as a multicultural perspective, as students are encouraged to share their knowledge and relate experiences from their native cultures.

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Scope, Sequence and Assessment
ESL - Beginner

Unit Title	Unit Understandings and Goals	Recommended Duration	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Unit #1 Personal and Public Identity	<ul style="list-style-type: none"> ELLs are most knowledgeable about themselves and what is familiar to them. They need to be able to effectively communicate that information in the target language. They need to be able to describe themselves and others physically and emotionally. They also need to be able to describe their own and others' personalities. Students will have a deeper understanding of who they are by describing themselves as individuals, teenage students, native country/USA residents. They will explore their identities in a cultural context: seeing themselves through the lens of an American and the other ELLs in the class. The goals will be: for teacher and ELLs to learn together about themselves and others; for ELLs to develop a broad vocabulary base; for ELLs to be able to describe themselves and others both orally and in writing. 	Sept-Nov	<p>Ongoing teacher observation</p> <p>Oral Questions, General discussions, Brainstorming</p>	<p>Oral "quizzes" to check comprehension (hear, find, point/say)</p> <p>Written quizzes on vocabulary sub-units</p> <p>Writing Assignments</p> <p>Keep vocabulary "journal"</p> <p>Ongoing teacher observation</p>	<p>Oral presentations: *Picture/ description of student (self) *Describe a classmate/teacher (physical, emotional, personality)</p> <p>Written work: *Write a short list of words that describe yourself *Do the same for a friend in the class *Short paragraph (autobiography)</p>

Unit #2 Family and Communities	<ul style="list-style-type: none"> • ELLs and their families are in the process of assimilating into a new culture and community. Communities can be extensions of our families. ELLs are influenced by cultural values and practices from their native countries and also now from their adopted country. They need to be able to effectively communicate this information in the target language. • ELLs will enhance their global awareness by learning to embrace cultural differences and by learning to understand the advantages and disadvantages of globalization. • The goals will be for ELLs to reflect on their roles in their families, the community, and in a global society, and understand how they can participate with understanding and compassion; ELLs will also develop a broad vocabulary base to make them more comfortable listening, speaking, and writing. 	Dec - Feb	<p>Ongoing teacher observation</p> <p>Oral Questions, General discussions, Brainstorming</p>	<p>Oral “quizzes” to check comprehension (hear, find, point/say)</p> <p>Written quizzes on vocabulary sub-units</p> <p>Writing Assignments</p> <p>Add to vocabulary “journal”</p> <p>Ongoing teacher observation</p>	<p>Oral presentations: *Family Life (Home country vs. USA) *Show pictures from home country community/ discuss</p> <p>Written work: *Graphic organizer (venn diagram) *2-3 paragraphs (Native country, USA, same/different)</p>
Unit #3 Beauty and Aesthetics	<ul style="list-style-type: none"> • In our world, beauty and creativity are defined by society as well as by individuals, and perceptions of beauty and creativity affect the products and practices of a culture. ELLs need to become familiar with the target language vocabulary related to these perceptions, products and practices so they can better understand and more fully assimilate into the culture. • The goal will be for ELLs to explore the definition of creativity. Students will consider the lives and works of famous people who have contributed to their cultures and their heritage through the arts and other creative endeavors. 	Mar-Jun	<p>Ongoing teacher observation</p> <p>Oral Questions, General discussions, Brainstorming</p>	<p>Oral “quizzes” to check comprehension (hear, find, point/say)</p> <p>Written quizzes on vocabulary sub-units</p> <p>Writing Assignments</p> <p>Researching on computer</p> <p>Add to vocabulary “journal”</p> <p>Ongoing teacher observation</p>	<p>Research a famous person from native country and write about life/famous work.</p> <p>Present research to class (orally).</p>

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Unit #: 1: Personal & Public Identity

Enduring Understandings: <ul style="list-style-type: none"> Students listen and speak using basic vocabulary about self, family, friends, likes and dislikes, to foster relationships with peers. Students make observations about themselves and understand relationships in different cultural contexts to increase self-esteem and comfort. Students share cultural information in order to give them a multicultural perspective and promote tolerance and understanding. 	Essential Questions: <ul style="list-style-type: none"> Who am I? Who makes up my family? Where am I from? What is important to share about myself and others? How can I communicate my preferences and my personality in a culturally appropriate way? What is a good way to start to understand people from other cultures? How can we understand ourselves better through others?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.S	How can I describe myself and others?	Brainstorm things you know about yourself that you want to share, as well as what you want to know about others you meet.	Brainstorming	Teacher-created materials	Ongoing teacher observation: Look for appropriate responses (verbal or nonverbal) to questions/requests (with heavy visual support).
1.2.S		Use of adjectives	Presentation/discussion of new vocabulary (illustrated examples)		
1.3.S	How can I ask questions to learn about others?	The verb “to be”	Graphic organizers	Emotions chart/flash cards	
1.4.S		The verb “to like”	Notebook/journal/paper work		
1.1.L	What can I learn about this culture and those of my peers?	Simple present tense	Demonstration talk: modeling simple questions & answers. Students use echo/choral and then do alone.	Verbs poster	Oral/written presentations:
1.2.L		Negative		<i>All About Me</i> poster	Describe themselves
		Pronouns	Pointing to and identifying places on a map.	<u>20 Things Your Beginner Students Should Know</u> by Heather Hovdebo	Describe others (read from a short student-written paragraph/list of adjectives, use pictures to help explain, or speak without notes)
		Yes/No & Wh-questions with Who What	Modeling gestures (nonverbal) for: I don’t know, yes/no (if needed), like/don’t like.	Maps of USA and World	Complete <i>All About Me</i> poster & present to class.
		On the map: country name(s), continent name(s), directionality (N/S/E/W).		Video clips	
		Commands		Student vocab journal / notebook	Use of map
		Gestures/body language			

1.1.R	How do our friendships and other relationships help us to understand ourselves?	Answer Wh-questions that express likes and dislikes (using visuals). State preferences for types of music, food, games or recreational activities from illustrated examples.	Total Physical Response (TPR) Non-verbal responses (thumbs up/down) Oral/written short responses to visual prompts (point to peers, map, other pictures/illustrations)	Teacher-created materials Realia Illustrations Video clips White boards and markers (small) Bilingual dictionary Google translate (book, phone or computer)	Ongoing teacher observation Student-created graphic organizer (T-chart, Venn Diagram) Student-made survey Oral/written quizzes on vocabulary
1.3.R					
1.4.R					
2.2.R					
2.4.R					
1.1.W					
1.3.W					
2.1.W					
2.2.W					
2.3.W					

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Unit #2: Families and Communities

Enduring Understandings <ul style="list-style-type: none"> Students will listen and talk using basic vocabulary about their families and community. Students will learn and use vocabulary related to types of homes, addresses, body parts, prepositions, verbs. Students will understand differences in cultural practices such as immediate vs. extended family members living together. Regional differences in the US and in ELLs' native countries will be compared and discussed addressing ethnic diversity. Our communities help shape our attitudes as a people and offer us advantages and disadvantages (think about USA vs. native countries -- compare/contrast). Our communities have expanded geographically with the development of technology. ELLs will think about how easy it is to be in contact with their friends and relatives in their native countries: we have “neighbors” on the other side of the ocean. 	Essential Questions <ul style="list-style-type: none"> What constitutes a family? How do family structures and values differ (USA vs. native countries)? How has the family structure evolved? How do regional differences impact family and education? Do all people in your native country speak alike, or are there different accents like in the USA? How does a community support its individuals? Do all communities have a positive impact on their individuals? How far does our community reach?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.S	Who are the members of my family?	Names of family members	Make a family tree (imaginary/real) using family member vocabulary descriptive adjectives for personality and physical appearance.	Teacher-created materials	Ongoing teacher observation
1.2.S	Who is in my immediate family vs. extended family (relatives)?	Different types of houses		Magazines	Quizzes on vocabulary and grammar points
1.3.S		The verbs “to have”, “to live” (review “to be” and pronouns)		<i>Families</i> card game	Completed family trees with correct labels
1.4.S		Age/years old		<u>Live Action English</u>	
2.1.S	How old are they?	Numbers 1-100	TPR - body parts (eyes/hair)	Authentic family photos, illustrations, realia	Rubrics for various oral/written assignments
2.2.S	Who lives in my house?	Address	Pair work (In my family, I have...)		
	Where do I live?	Introduce prepositions	Design a storyboard about a favorite childhood or family member's memory, an incident that happened and/or a typical day. L1		
1.1.L	What is my address?	Adjectives of personality, appearance (review)	Student vocabulary journal / notebook		Journal writing
1.2.L		Related vocabulary (immediate family, etc.)			

3.4.S (but in L1)			can be used / translated where needed.	Video clips, internet Bilingual dictionary	
1.1.R			Interview an older family member and write/record his/her story in L1. Translate to English.	Google translate (book, phone or computer)	
1.3.R					
1.4.R			Draw/bring in a picture of where you live now / in native country.	Graphic organizers	
2.2.R					
2.4.R			Write your address now / in native country. List people who live with you here/there.		
1.1.W					
1.3.W					
2.1.W					
2.2.W					
2.3.W					

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Unit #3: Beauty and Aesthetics

Enduring Understandings: <ul style="list-style-type: none"> • ELLs will listen and watch in order to help them learn relevant vocabulary to better understand beauty, aesthetics, creativity, and art in the English-speaking world. • Students will learn and use expressions of comparison and negatives to communicate preferences, likes and dislikes. • Students will consider the lives and works of famous people and what makes them stand out as individuals -- in both USA and their native countries. • Students will explore the importance of cultural venues (museums, theater, cultural centers) in both USA and their native countries. 	Essential Questions <ul style="list-style-type: none"> • How am I creative? • How do we define and express creativity? • What do our artistic preferences tell us about ourselves? • Who are some famous people in the arts and what is their place in history? • Where can we, how do we and why should we explore the arts? • How do communities keep the arts alive and why should they?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1.1.L 1.2.L 1.4.L 2.1.L 1.1.S 1.3.S 1.4.S 2.1.S 2.2.S 2.3.S 2.4.S 3.2.S* 3.4.S* (*use of L1 or differentiated for more adv beginners)	What is creativity? Do you know someone who is creative? Are you creative?	Wh-questions (What, Where, Who, Why, How) Question vs. statement Verbs “to know”, “to make”, “to eat”, “to do”, “to be able to/can” Explore relevant vocabulary Use vocabulary to describe a creative person, and to describe yourself. US money and counting Professions Foods and food groups (food pyramid)	Brainstorming Presentation/discussion of new vocabulary (illustrated examples) Graphic organizers Notebook/journal/paper work Demonstration talk: modeling simple questions & answers. Students use echo/choral and then do alone. Bring in money from native country. Compare to US money. Make a “bank” and ask for dollars/cents. Research prices in \$ of items shown on board. Write in journals. “Pay” the teacher/banker.	Teacher-created materials Posters Magazines Videos, pictures, illustrations, realia, Fake food Fake/real money Models Books on famous artists	Ongoing teacher observation Quizzes on vocabulary and grammar points Completion of tasks Rubrics for various oral/written assignments Journal writing

1.1.R 1.3.R 1.4.R 2.1.R 2.2.R 2.3.R 2.4.R 2.5.R	What are some famous artistic creations / people / events in your native country or another country?	Watch/listen to video clips about famous creations / people / events. Closed Caption (CC) on for reading opportunities. Watch several times. Write a list of famous people, etc., from videos, and add some of your own ideas (in L1 as needed).	Visuals, videos, models to scale (mini Eiffel Tower, eg). Repetition. Lists (modeled on board).	Power Point	
1.1.W 1.2.W 1.3.W 2.1.W 2.2.W 2.3.W 3.2.W 3.3.W	How did this person's creativity affect your country / the world? How do Beauty & Aesthetics influence a culture's economy, lifestyle, and livelihood?	Use prompt/cloze: " ____ is important because ____..." Make collages. I like / don't like _____ because ____... Research professions related to your country's tourism (artist, etc.) in your L1 and create a graph showing annual salaries. Convert to US \$.	Prompts, chunks, cloze, word banks, matching, copying. Prior knowledge. L1 for research/clarification Graphs, charts Do I like it? Can I do it? Yes/No.	Bilingual dictionary, Google translate, Internet Graphs, charts	
	How is food an expression of creativity? How does your diet compare to the USA diet? What does a teenager eat in your country?	Think about foods from your country. List a few of the most "famous" foods. Research some foods from the USA (our region of the Northeast). List a few. Answer question: Do you eat these foods? Make a collage of your favorite foods from different food groups.	Food pyramid chart - students create their own. I eat _____. I don't eat _____. Think/pair/share	Magazines Internet images Food flash cards	
	What is a museum? Why do we have them? What is the name of a famous museum in	Brainstorm Copy information into notebook/journal Draw or print out pictures to help with recall Write the name of a famous museum from your country and from the USA.			

	your country? In the USA?				
	Who is a famous artist from your country, past and/or present? What kind of art does this artist do?	Print out a picture of the artist and write name / type of art under the picture.			

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Unit #:

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Enduring Understandings: ●	Essential Questions: : ●
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies