

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

English as a Second Language

Course # _____ Grade(s) _____ 6-8

Department: _____ ESL _____

Length of Period (mins.) Various Total Clock Hours: Various

Periods per Cycle: Various Length of Course (yrs.) _____

Type of Offering: required for English Language Learners

Credit: _____

Adopted: 2010

Developed by:

Janice Clymer
Patrice Helfrich
Tammy Kita
Sandy Teplitz
Diane Tintle
Linda Williams

Description of Course : The ESL program includes planned instruction in listening, speaking, reading, and writing at different levels of proficiency. The amount of time for direct language instruction must be commensurate with the student's proficiency level. This includes both direct language instruction and adaptations to instruction/assessment in all content areas.

Course Title: English as a Second Language (ESL)

Goals:

To enable students who do not use English as their primary language to achieve English proficiency and the academic standards established by the Commonwealth of Pennsylvania.

To enable Limited English Proficiency students to achieve daily functional ability in listening, speaking, reading and writing of English.

To teach Limited English Proficiency students the appropriate use of English in different social and academic settings.

Annual Measurable Achievement Objectives (AMAOs) are performance targets that are required by NCLB Title III. There are three categories of achievement objectives for limited English proficient (LEP) students:

- (1) progress toward acquiring English language proficiency,
- (2) attainment of English language proficiency, and
- (3) adequate yearly progress (AYP) as measured by the PSSA.

Requirements:

Every effort is made to adhere to the guidelines for daily instructional time:

- Entering (level 1)/Beginning (level 2) students: 2 hours
- Developing (level 3): 1-2 hours
- Expanding (level 4): 1 hour
- Bridging (level 5): Up to 1 hour or support dictated by student need

(Levels are defined by the 5 PA English Language Proficiency Standards – PA ELPS which can be found at: [English Language Proficiency Standards for ELLs](#) (PDF, December 2008))

The CAN DO Descriptors, found in the ELPS, offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards. The characteristics within each box are target skills. These descriptors can be used as a guide to develop appropriate assignments and assessments.

<p>Text: INSIDE language, literacy and concept National Geographic School Publishing Hampton Brown – 2009 Levels A-E (comparable to 1-5 ESL) Textbook, practice book, assessments</p>	<p>ENDEAVOR New Readers Press – 2009 Textbooks 3-8</p> <p>SCHOLASTIC ACTION Magazine Reading and Writing Power For teens</p>
--	--

Key to Levels of Achievement (Listed with each learning objective)

- | | |
|--------------------|--|
| Awareness (A): | Students are introduced to concepts, forms, and patterns. |
| Learning (L): | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

Standards addressed in the ESL classroom:

English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standards addressed in the ESL classroom:

Content

Skills Addressed Through Units:

Social and Academic Language Functions, Language Patterns, Academic and Everyday Vocabulary, Vocabulary Strategies, Reading Fluency, Strategies and Comprehension, Recognize Genres, Story Elements, Literary Terms, and Literary Devices, Read, Respond to, and Evaluate Literature, Learning Strategies, Critical Thinking, Test Taking Strategies, Research Skills, Using Technology, Multimedia Presentations, Oral Presentations, Listening and Speaking, Visual Analyzing, Representing Ideas and Information Through Visuals, Writing Purposes, Modes, and Forms, Writing Process, Grammar/Language Arts, Multicultural Awareness and Appreciation

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
	8.	or phrases supported by illustrations associated with various genres. Writing: Use bilingual or picture dictionaries to generate language relevant to a task.				R8.A.1,2 1.4.8.A-C 1.5.8
Standard #1 Level 2: Beginning	9. 10. 11. 12.	Listening: Role-play examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as: sports rules or turn taking). Speaking: Respond to and ask questions or exchange information with peers. Reading: Classify topics identified through hypermedia or multiple sources. Writing: Write responses to and create emails, messages, postcards, or notes to friends	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	
Standard #2 Level 2: Beginning	13.	Listening: Organize characters and settings according to scenes in a short skit or drama.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo	Teacher observations, student responses, teacher/student interaction,	1.6.8 A,B

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
	14.	Speaking: Restate or paraphrase visually supported information from newspapers, magazines or brochures.		reading, partner reading	portfolios, program assessments	1.6.8 C,D,E
	15.	Reading: Match vocabulary in context, supported by illustrations, associated with excerpts of genres read in small groups.				R8 A.1.2
	16.	Writing: Use computers, peers, or models to check spelling or grammar				1.4.8 A-C 1.5.8
Standard #1 Level 3: Developing	17.	Listening: Role-play positive ways of interacting socially and culturally based on oral descriptions.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	
	18.	Speaking: Initiate or engage in conversation with peers or within small group.				
	19.	Reading: Sort relevant information from irrelevant information on topics gathered from the Internet or libraries.				
	20.	Writing: Write responses to and create ads, suggestions, announcements, journal				

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
		entries, complaints, apologies, or thank you notes				
Standard #2 Level 3: Developing	21.	Listening: Reenact a scene from a skit or drama attended.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	1.6.8 A,B
	22.	Speaking: Present reviews of a drama, song, or magazine article to a small group.				1.6.8.C,D, E
	23.	Reading: Predict types of genres based on language structures integrated into text (such as: Once upon a time, in ancient Greece).				R8.A.1,2
	24.	Writing: Engage in peer editing using checklists during process writing.				1.4.8 A – C 1.5.8
Standard #1 Level 4: Expanding	25.	Listening: Role play or identify situations of peer pressure based on oral descriptions.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	
	26.	Speaking: Use idiomatic expressions or slang in conversation.				
	27.	Reading: Arrange information on topics gathered from the Internet or libraries in logical order.				
	28.	Writing: Write responses				

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor
		to multimedia and create raps, songs, poetry, or prose				
Standard #2 Level 4: Expanding	29. 30. 31. 32.	Listening: React to basic humor in a skit or drama. Speaking: Present oral summaries of Student-selected trade books or short stories. Reading: Match summaries with excerpts from genres read (such as: mythology, science, fiction, or ballads). Writing: Use thesauri, dictionaries, or checklists for self-editing during process writing	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	1.6.8 A,B 1.6.8.C,D, E R8.A.1,2 1.4.8 A – C 1.5.8
Standard #1 Level 5: Bridging	33. 34. 35.	Listening: Role play consequences of succumbing to peer pressure based on oral scenarios. Speaking: Use humor or sarcasm in conversation. Reading: Confirm or summarize information on topics gathered from the Internet or libraries.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/Anchor	
	36.	Writing: Write responses to and create humor, idioms, or language that contains multiple meanings.					
Standard #2 Level 5: Bridging	37.	Listening: hearing and participating in audios of scenes from a play in grade level text.		Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments	1.6.8 A,B	
	38.	Speaking: Give oral book summaries or reviews, including critiques, appropriate to grade level.					1.6.8.C,D, E
	39.	Reading: Infer types of genres associated with written descriptions or summaries from grade level language arts text.					R8.A.1,2
	40.	Writing: Use rubrics to self-assess and revise process writing					1.4.8 A – C 1.5.8