East Penn School District
Secondary Curriculum

A Planned Course Statement
for

English as a Second Language

Course # _____   Grade(s)   ___9-12___

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
Sandi 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 (level1)/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.

Text:

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.

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/ Anchor
Standard #1 Level 1: Entering	1. 2. 3. 4.	**Listening:** Follow instructions or requests supported by gestures from peers (such as: "Meet me at my locker after 8th period."). **Speaking:** State preferences for types of music, games, TV programs, or recreational activities. **Reading:** Preview visually supported text to glean basic facts. **Writing:** List common personal interests while working with a partner.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks, use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, role playing, songs, audacity	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics,	
Standard #1 Level 2: Beginning	5. 6. 7. 8.	**Listening:** Process and respond to discourse from unfamiliar speakers (such as: at assemblies or on field trips). **Speaking:** Describe the preferred movies, magazines, stories, or authors to a partner. **Reading:** Connect information from visually supported text to self. **Writing:** Create a graphic organizer about common personal interests working with a partner.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks, use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, role playing, songs, audacity	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics, peer evaluation	xxx

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/ Anchor
Standard #1 Level 3: Developing	9.	**Listening:** Process and respond to discourse from indirect sources (such as: cassettes or CDs).	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of ESL textbooks, use of "Easy English News", use of realia, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, role playing, songs, audacity.	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics, peer evaluation	xxx
	10.	**Speaking:** Compare and contrast plays, songs, books, computer programs, poems, and/or films using realia.				
	11.	**Reading:** Skim/scan material to confirm information or hypotheses.				
	12.	**Writing:** Work in small groups to develop interview questions for a questionnaire on a topic of personal interest.				
Standard #1 Level 4: Expanding	13.	**Listening:** Follow telephone conversations, process and respond to announcements over the intercom.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of ESL textbooks, use of "Easy English News", use of ESL textbooks, use of classroom textbooks, use of realia, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, role	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics, peer evaluation	xxx
	14.	**Speaking:** Recommend games, songs, books, films, or computer games with a peer.				
	15.	**Reading:** Summarize information from a variety of print resources.				
	16.	**Writing:** Write a summary of material collected from				

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		questionnaires on topics of personal interest in a small group.		playing, songs, audacity.		
Standard #1 Level 5: Bridging	17.	**Listening**: Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages)	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of ESL textbooks, use of "Easy English News", use of ESL textbooks, use of classroom textbooks, use of realia, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, role playing, songs, audacity.	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics, peer evaluation.	
	18.	**Speaking**: Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.				
	19.	**Reading**: Evaluate hypotheses based on information from text.				
	20.	**Writing**: Make written conclusions and inferences from data collected from questionnaires and other resources.				
Standard #2 Level 1: Entering	21.	**Listening:** Process information from speakers who use visual or graphic support (such as: meteorologists).	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks, use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics.	1.6.11.A
	22.	**Speaking:** State facts derived from visually supported graded readers.				1.6.11.E
	23.	**Reading:** Identify facts				R.11.A.2 R.11.B.1

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/ Anchor
	24.	from pictures and sentences. **Writing:** List key words from visuals pertaining to discussions.		images, ESL picture dictionaries, bilingual dictionaries, LEA.		1.4.11.B 1.5.11.B
Standard #2 Level 2: Beginning	25. 26. 27. 28.	**Listening**: Match information from TV, films, video, or DVD to titles of segments. **Speaking**: Participate in a small group discussion by asking and answering WH- questions about a favorite book or play using guided prompts. **Reading**: Use graphic organizers to compare/contrast information between texts. **Writing**: List key phrases or sentences from discussions using visually supported graphic organizer.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks, use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, LEA.	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics.	1.6.11.A 1.6.11.E R.11.A.2 R.11.B.1 1.4.11.B 1.5.11.B
Standard #2 Level 3: Developing	29. 30.	**Listening**: Form general ideas based on information from speakers or media. **Speaking**: Retell a literary selection using visual supports to a partner.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks, use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics.	1.611.A 1.6.11.E R.11.A.2 R.11.B.1

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/ Anchor
	31.	**Reading**: Compare/Contrast information from multiple sources (such as: text, Internet, oral tradition, personal experiences) using graphic organizers.		images, ESL picture dictionaries, bilingual dictionaries, journaling, LEA.		
	32.	**Writing**: Take notes and produce sentence outlines from discussions and lectures.				1.4.11.B 1.5.11.B
Standard #2 Level 4: Expanding	33.	**Listening**: Analyze and apply information from speakers or media working with a partner.	U/R	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks, use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, LEA.	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics.	1.611.A
	34.	**Speaking**: Give persuasive speeches supported visually.				1.6.11.E
	35.	**Reading**: Synthesize relevant information from varied genres or sources, including the Internet.				R.11.A.2 R.11.B.1
	36.	**Writing**: Produce outlines and summary paragraphs from lecture notes using checklists or model paragraphs.				1.4.11.B 1.5.11.B
Standard #2 Level 5: Bridging	37.	**Listening**: Draw conclusions based on information acquired from visually supported lectures on a topic found in grade level text.		Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading, use of beginner ESL textbooks,	Teacher observations, student responses, teacher/student interaction, portfolios, program assessments, quizzes, games, rubrics.	1.611.A

Level of ESL Proficiency	Num	Objective	Level	Teaching/Learning Strategies	Evaluation	Standard/ Anchor
	38.	**Speaking**: Engage in formal debates on school-related issues, verifying resources to distinguish fact from opinion.		use of realia, TPR, oral reading, oral presentations, question and response, listening activities, google images, ESL picture dictionaries, bilingual dictionaries, journaling, LEA.		1.6.11.E
	39.	**Reading**: Evaluate the validity of essential ideas in grade level texts within a cooperative group.				R.11.A.2 R.11.B.1
	40.	**Writing**: Produce essays based on notes from lectures.				1.4.11.B 1.5.11.B