

Course Name(s): English as a Second Language: Grades 9-12

Prerequisite: Placement is based on the district's screening process for ELLs

Course Code #: H5152

Level: Academic

Year: 5X

Credits: 5

Course and Program Description: The goal of the ESL program at Scotch Plains-Fanwood High School is to advance language development and academic achievement of ESL students. In an effort to make certain that ESL learning is always meaningful to our students, we have compiled our program proficiencies modeled after the standards set forth by WIDA. In the ESL program, students will develop language proficiency in social and academic English, as well as learning academic content. Students will also develop an awareness of their peers' backgrounds in order to develop empathy for others within the environment of an American school system. The specific literacy needs of each student will be addressed according to the level of their proficiency and their grade level. Students who advance will move up according to grade level and will also increase their level of proficiency.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at an increased level of proficiency according to the four domains suggested by WIDA: listening, speaking, reading, and writing. The course proficiencies are organized according by language domain and English Language Proficiency (ELP) level. Grade 9-12 ESL students will receive instruction and be assessed according to his/her ELP. Students will be able to demonstrate their proficiency within each domain according to the "Can-do" statements or skills detailed in the chart below entitled, "Grades 9-12 Proficiencies."

In addition to targeting the proficiencies for each ELP, students will also be expected to demonstrate their proficiency with the five WIDA English Language Development (ELD) Standards. These standards focus on the social, instructional and academic language needed in order to engage with their peers, teachers, and content across the curriculum. The five WIDA English Language Development Standards are:

ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELD Standard 2	English language learners communication information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELD Standard 3	English language learners communication information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELD Standard 4	English language learners communication information, ideas and concepts necessary for academic success in the content area of Science .
ELD Standard 5	English language learners communication information, ideas and concepts necessary for academic success in the content area of Social Studies .

Grades 9 – 12 Proficiencies

Across the English Language Development Standards, students will develop the ability to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
L I S T E N I N G	<p>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</p> <p>Match everyday oral information to pictures, diagrams, or photographs</p> <p>Group visuals by common traits named orally (e.g., “These are polygons.”)</p> <p>Identify resources, places, products, figures from oral statements and visuals</p>	<p>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</p> <p>Sort oral language statements according to time frames</p> <p>Sequence visuals according to oral directions</p>	<p>Evaluate information in social and academic conversations</p> <p>Distinguish main ideas from supporting points in oral, content-related discourse</p> <p>Use learning strategies described orally</p> <p>Categorize content-based examples described orally</p>	<p>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</p> <p>Analyze content-related tasks or assignments</p> <p>Categorize examples of genres read aloud</p> <p>Compare traits based on visuals and oral descriptions using specific and some technical language</p>	<p>Interpret cause and effect scenarios from oral discourse</p> <p>Make inferences from oral discourse containing satire, sarcasm, or humor</p> <p>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</p> <p>Evaluate intent of speech and act accordingly</p>	L e v e l 6 - R e a c h i n g
S P E A K I N G	<p>Answer yes/no or choice questions within context of lessons or personal experiences</p> <p>Provide identifying information about self</p> <p>Name everyday objects and pre-taught vocabulary</p> <p>Repeat words, short phrases, memorized chunks of language</p>	<p>Describe persons, places, events, or objects</p> <p>Ask WH- questions to clarify meaning</p> <p>Give features of content-based material (e.g., time periods)</p> <p>Characterize issues, situations, regions shown in illustrations</p>	<p>Suggest ways to resolve issues or pose solutions</p> <p>Compare/contrast features, traits, characteristics using general and some specific language</p> <p>Sequence processes, cycles, procedures, or events</p> <p>Conduct interviews or gather information through oral interaction</p> <p>Estimate, make predictions or pose hypotheses from models</p>	<p>Take a stance and use evidence to defend it</p> <p>Explain content-related issues and concepts</p> <p>Compare and contrast points of view</p> <p>Analyze and share pros and cons of choices</p> <p>Use and respond to gossip, slang, and idiomatic expressions</p> <p>Use speaking strategies (e.g., circumlocution)</p>	<p>Give multimedia oral presentations on grade-level material</p> <p>Engage in debates on content-related issues using technical language</p> <p>Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”)</p> <p>Negotiate meaning in pairs or group discussions</p>	

<p>R E A D I N G</p>	<p>Match visual representations to words/phrases</p> <p>Read everyday signs, symbols, schedules, and school-related words/phrases</p> <p>Respond to WH-questions related to illustrated text</p> <p>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</p>	<p>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</p> <p>Classify or organize information presented in visuals or graphs</p> <p>Follow multi-step instructions supported by visuals or data</p> <p>Match sentence-level descriptions to visual representations</p> <p>Compare content-related features in visuals and graphics</p> <p>Locate main ideas in a series of related sentences</p>	<p>Apply multiple meanings of words/phrases to social and academic contexts</p> <p>Identify topic sentences or main ideas and details in paragraphs</p> <p>Answer questions about explicit information in texts</p> <p>Differentiate between fact and opinion in text</p> <p>Order paragraphs or sequence information within paragraphs</p>	<p>Compare/contrast authors' points of view, characters, information, or events</p> <p>Interpret visually- or graphically-supported information</p> <p>Infer meaning from text</p> <p>Match cause to effect</p> <p>Evaluate usefulness of data or information supported visually or graphically</p>	<p>Interpret grade-level literature</p> <p>Synthesize grade-level expository text</p> <p>Draw conclusions from different sources of information text</p> <p>Infer significance of data or information in grade-level material</p> <p>Identify evidence of bias and credibility of source</p>
<p>W R I T I N G</p>	<p>Label content-related diagrams, pictures from word/phrase banks</p> <p>Provide personal information on forms read orally</p> <p>Produce short answer responses to oral questions with visual support</p> <p>Supply missing words in short sentences</p>	<p>Make content-related lists of words, phrases, or expressions</p> <p>Take notes using graphic organizers or models</p> <p>Formulate yes/no, choice and WH-questions from models</p> <p>Correspond for social purposes (e.g., memos, e-mails, notes)</p>	<p>Complete reports from templates</p> <p>Compose short narrative and expository pieces</p> <p>Outline ideas and details using graphic organizers</p> <p>Compare and reflect on performance against criteria (e.g., rubrics)</p>	<p>Summarize content-related notes from lectures or text</p> <p>Revise work based on narrative or oral feedback</p> <p>Compose narrative and expository text for a variety of purposes</p> <p>Justify or defend ideas or opinions</p> <p>Produce content-related reports</p>	<p>Produce research reports from multiple sources</p> <p>Create original pieces that represent the use of a variety of genres and discourses</p> <p>Critique, peer-edit and make recommendations on others' writing from rubrics</p> <p>Explain, with details, phenomena, processes, procedures</p>

Alignment to New Jersey Student Learning Standards: In addition to targeting the English Language Development standards and the “Can-do” statements for each appropriate proficiency level, this course will also target the Grades 9-12 New Jersey Student Learning Standards for

English Language Arts, Mathematics, Social Studies and Science. Listening, speaking, reading and writing will continue to be reinforced and assessed throughout the content standards all while keeping in the mind the WIDA ELDs and individual student proficiency level.

The Grades 9-12 ESL program will also aim to meet the following NJSLs for Educational Technology 8.1 and NJSLs for 21st Century Life and Careers:

Educational Technology (NSLS 8):

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

21st Century Life and Careers (NJSLs 9):

9.1.12.F.5 Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NJ Career Readiness Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Evaluative Criteria: Teachers utilize student observation checklists, formative assessments, daily participation in regards to independent, paired and/or collaborative group tasks, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Students in the ESL program will participate in the ACCESS for ELLs 2.0 annually until they meet the requirements to exit the ESL program.