

MANCHESTER REGIONAL HIGH SCHOOL

ENGLISH AS A SECOND LANGUAGE DEPARTMENT

ADVANCED ESL

REVISED & ADOPTED
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ESL Curriculum Guide

ESL Course Description

In this course students will improve their English language proficiency levels through reading, writing and discussing literature, informational texts, and poetry. Students will also improve their English comprehension skills by working fifteen minutes a day on various individualized reading, speaking, writing, and listening assignments.

Course Goals

During this course, students will...

- Process, understand, read and evaluate language in a variety of situations.
- Engage in oral communication in a variety of situations for a variety of purposes and audiences.
- Process, read and evaluate written language, symbols, and text with understanding fluency.
- Engage in written communication in a variety of forms for a variety of purposes and audiences.

At the end of this course, students will be able to...

- Understand and use targeted grammatical structures in written and oral English with at least 70% accuracy.
- Write original, well organized paragraphs and essays with topic sentences, supporting details, transition words and conclusions with correct spelling and punctuation.
- Interpret, comprehend, analyze and evaluate a variety of texts using the strategies of a good reader.
- Know themselves as learners and use strategies to reach goals.

Big Ideas

At the conclusion of the course, students will understand that...

- Writers of English use a variety of genres, organizational structure, vocabulary and literary strategies to write for different purposes and audiences.
- Speakers of English use a variety of language devices to make meaning in different situations.

EVALUATIVE ACTIVITIES:

Homework: 25%

Summative/(Test and essays): 35%

Formative(quizzes): 25%

Class participation: 15%

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Unit 1: Personal Narrative

Essential Question: How do I communicate personal experiences through available resources at school?

Summative Assessment: A well-constructed personal narrative using the Step-Up to Writing Process

Objectives:

- Students will be able to identify simple and complete subjects and predicates in a sentence by creating a paragraph with complete sentences with 85% accuracy measured by a rubric.
- Students will be able to identify and differentiate various verb phrases and compound verbs in a sentence and answer at least 8 out of 10 questions correctly.
- Students will be able to determine the difference between common and proper nouns and identify the five types of pronouns (personal, reflexive, indefinite, demonstrative, and interrogative) on graphic organizer with at least 80% accuracy.
- Students will be able to identify linking, action, transitive, and intransitive verbs in a sentence and create their own sentences utilizing each type of verb with at least 80% accuracy on a rubric.
- Students will be able to identify adverbs and adjectives and create individual sentence strips that focus on a subject assigned to each student with at least 8 out of 10 correct.
- Students will be able to identify transitions in a text and formulate sentences by placing the correct transitions in sentences with at least 6 out of 10 correct on an exit slip.
- Students will be able to identify the difference between linking, action and transitive verbs in a sentence and create their own sentences using each type of verb with at least 6 out of 10 correct on an exit slip.
- Students will be able to identify and differentiate adverbs and adjectives in a sentence and create their own sentences incorporating both adverbs and adjectives with at least 8 out of 10 correct on an exit slip.
- Students will be able to identify the various types of transitions in a text and formulate sentences by placing the correct transitions in sentences with at least 7 out of 10 correct on an exit slip.

- Students will be able to communicate how personal experiences lead to personal growth and generate ideas of how resources at school can help promote growth throughout the student body with at least 80% accuracy as determined on a rubric.
- Students will examine and understand the Step-Up-To-Writing model and use the writing process to create an outline for various texts with 90% accuracy on an activity sheet.
- Students will be able to identify transitions that are appropriate for specific paragraphs through utilizing the step up to writing process with at least 90% accuracy on an exit slip.
- Students will complete an assessment on the step-up to writing process that demonstrates their understanding of the process and how to utilize it when writing an essay with at least 85% of the class answering 15 out of 20 questions correctly.
- Students will be able to communicate how personal experiences lead to personal growth and generate ideas of how resources at school can help promote growth with an outline that consist of a beginning, middle, and end for their personal narrative .
- Students will be able to identify the correct subject-verb agreement and identify the rules that apply scoring at least 9 out of 10 correct on an exit slip.
- Students will be able to revise and edit peers step-up-to-writing paragraphs focusing on the use of correct verb tenses, punctuation, descriptive vocabulary, and spelling with at least 80% accuracy on an exit slip.
- Students will be able to identify and utilize descriptive vocabulary in a text and implement descriptive vocabulary into their Step-up-to-Writing essays with at least 8 new descriptive words implemented in the text

Standards:

Speaking and Listening: SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing: W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading: .R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Language: .L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. .L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Advanced Unit 2

Unit 2: Character Development Through Growth and Change

Essential Questions: How does Growth impact change in society?

Summative Assessment: Students will write a literary essay explaining how growth and change affect humans and the plot of a text.

Objectives:

- Students will be able to communicate the effects of current social issues and describe the impact these issues have on their personal lives with 85% accuracy on an exit slip.
- Students will be able to identify and interpret the meaning of various words using roots, prefixes, suffixes and context clues with 85% of students accurately answering 9 out of 10 questions correct on a worksheet.
- Students will be able to identify the main characters, setting and conflict in, *Frankenstein* with 90% of students accurately completing a graphic organizer.
- Students will be able to develop and interpret inferences using textual evidence with 90% of students accurately completing a graphic organizer.
- Students will be able to determine what conflict is and the various types of conflict by citing what a character says or does with 7 out of 10 questions answered correctly on an exit slip .
- Students will be able to determine conflict through the application of textual evidence with 85% of students accurately completing a worksheet.
- Students will be able to develop a plot diagram through the application of textual evidence with 85% of students accurately completing a graphic organizer.
- Students will be able to determine the central idea of the text by analyzing theme, characters, setting, and conflict and accurately answering 80% of a worksheet correctly.

- Students will be able to determine the meaning of words and phrases in a text through the analysis of metaphors and similes that demonstrate their understanding of the text with at least an 80% accuracy as determined by a rubric.
- Students will be able to interpret figures of speech and analyze their role in the text with at least 85% accuracy on a quiz.
- Students will create a literary essay that depicts the growth and change of a character in *Frankenstein*, with at least 80% accuracy as determined by a rubric.
- Students will be able to revise and edit peers step-up-to-writing paragraphs focusing on the use of correct verb tenses, punctuation, descriptive vocabulary, and spelling with at least 80% accuracy on an exit slip.

Standards:

Speaking and Listening: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Writing: NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading: .NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Language: .L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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Unit 3: Propaganda and Bias

Essential Question: How can rhetoric and images influence a person's mind?

Summative Assessment: A well-constructed persuasive essay

Objectives:

- Students will be able to identify how the author's use of opinion and facts affect the credibility of the text and compare the representation of a subject in two different mediums with at least 80% accuracy.
- Students will be able to identify how the author's use of mood and tone affects the feeling and overall purpose of the text and compare the representation of a subject in two different mediums with dissimilar mood and tone with at least 80% accuracy.
- Students will be able to interpret the author's point of view from a text and compare it with their own by accurately answering 80% of questions correctly on a worksheet.
- Students will be able to interpret the type of propaganda and bias being used in a text and compare the author's purpose to their own perspectives with at least 85% accuracy.
- Students will be able to complete a review game that assess their knowledge on propaganda techniques and the effects they have on people and the effects of both mood and tone on the reader with at least 25 out of 30 correct during the review.
- Students will be able to complete a formative assessment that assess their knowledge on propaganda techniques and the effects they have on people and the effects of both mood and tone on the reader with at least 28 out of 30 answered correctly.
- Students will be able to interpret the type of propaganda and bias being used in a text and compare the author's purpose to their own perspectives with at least 85% accuracy.
- Students will be able to identify how the author's use of opinion and facts affect the credibility of the text and compare the representation of a subject in two different mediums with at least 80% accuracy.
- Students will be able to analyze the history of propaganda and how that has affected modern propaganda and explain three ways in which propaganda is prevalent in today's society with at least 3 accurate examples written on an exit slip.
- Students will be able to create a PowerPoint presentation that analyzes various propaganda techniques and assess student's ability to create an example of each scoring at least an 80% using a teacher generated presentation rubric.
- Students will be able to present a PowerPoint presentation that analyzes various propaganda techniques and assess student's ability to create an example of each scoring at least an 80% using a teacher generated presentation rubric.
- Students will be able to review for a summative assessment that assess their knowledge on author's purpose, propaganda techniques, story elements, and sentence structure with at least 75% accuracy during a review game.
- Students will be able to complete a summative assessment that assess their knowledge on author's purpose, propaganda techniques, story elements, and sentence structure with at least 75% accuracy on a summative assessment.

- Students will be able to create an advertisement using various propaganda and bias techniques and present their product to the class with at least 90% accuracy on a teacher generated rubric.
- Students will be able to interpret and formally present an advertisement that demonstrates their creativity and understanding of bias and propaganda techniques with at least 90% accuracy.
- Students will be able to construct a persuasive essay that demonstrates their understanding of bias and propaganda and use various techniques to present an argument with logically organized claims, reasons, and evidence with at least 80% accuracy.
- Students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation with at least 8 out of 10 sources correctly cited on an exit slip.
- Students will be able to construct a persuasive essay that demonstrates their understanding of bias and propaganda and use various techniques to present an argument with logically organized claims, reasons, and evidence with at least 80% accuracy.
- Students will be able to use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically with at least 5 corrections made from feedback that was given through Google Docs.
- Students will be able to implement transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims in order to effectively create a five paragraph research essay.
- Students will be able to distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s) and counterclaims, and effectively implement a counterclaim with evidence, reasoning, and details that connect to the thesis.
- Students will be able to develop and strengthen writing as needed by planning, revising, editing, and rewriting their essays with at least 10 corrections made throughout the process.

Standards

Reading:English Language Arts (2016) RL.10.6.: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.English Language Arts (2016) RI.10.7.: Analyze various perspectives

as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. English Language Arts (2016) RL.10.5.: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).English Language Arts (2016) RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).English Language Arts (2016) RI.10.6.: Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.English Language Arts (2016) RI.10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. English Language Arts (2016) RI.10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.English Language Arts (2016) RL.10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing: English Language Arts (2016) W.10.1.b.: Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **English Language Arts (2016) W.10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**English Language Arts (2016) W.10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**English Language Arts (2016) W.10.1.c.** Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**English Language Arts (2016) W.10.1.a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **English**

Language Arts (2016) W.10.5. . Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Listening and Speaking: **English Language Arts (2016) SL.10.4.:** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Language: English Language Arts (2016) L.10.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English Language Arts (2016) L.10.3.a. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. English Language Arts (2016) L.10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. English Language Arts (2016) L.10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). English Language Arts (2016) L.10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Advanced ESL

Unit 4: Of Mice and Men

Essential Question: How important are hopes and dreams in life?

Summative Assessment: Students will write a 5 paragraph essay that depicts how John Steinbeck conveyed society during the 1930's and the importance of the American dream within that time period.

Objectives:

- I will be able to read about the American Dream during the early 1900's and analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance
- I will be able to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas and complete a worksheet with at least 8 out of 10 questions answered correctly.
- I will be able to develop the topic with well-chosen, relevant, and sufficient facts, concrete details, and quotations, from the movie "I am Sam" and create an argument using textual evidence, personal opinions and experiences with at least a topic sentence constructed.
- I will be able to use appropriate and varied transitions to link the major sections of the text, and illustrate my position on people with disabilities and their ability to take on major responsibilities with at least 3 body paragraphs developed.
- I will be able to provide a concluding paragraph or section that supports the information or explanation presented and correctly, use a colon to introduce a list or quotation with at least 10 corrections made throughout my paper.
- I will be able to determine the theme or central idea of "Mice of men" and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a plot diagram of the text with at least 3 sections correct.
- I will be able to determine important information about specific characters and analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme with at least 6 coherent inferences articulated using information students were given.
- I will be able to cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially with at least 8 out of 10 questions answered correctly using textual evidence.
- I will be able to analyze in detail the theme in *Mice of Men* and its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a plot diagram of the text with at least 7 out of 12 questions answered correctly correct.

- I will be able to create a character analysis identifying how characters change and develop throughout the text by using textual evidence with at least 3 out of 5 characters represented correctly.
- I will be able to consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), to find the pronunciation of a word or determine or clarify its precise meaning, and it's part of speech to better understand the word when used in the text with at least 8 out of 10 correct.
- I will be able to describe Lennie using the animal imagery that Steinbeck uses and describe its effect on the plot and how it foreshadows what is to come with at least 4 out of 5 quotes identified and correctly described.
- I will be able to identify and interpret various foreshadowing instances that Steinbeck uses and predict if they are going to happen with at least 7 out of 10 quotes identified and correctly predicted.
- I will be able to identify the climax and explain how it heightens the dramatic tension to interpret how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects.
- I will be able to cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says inferentially through figurative language with at least 8 out of 10 questions answered correctly using textual evidence.
- I will be able to identify (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work such as: *The Great Depression*, *Segregation* and *Marginalization* in the text and explain the importance of each concept in reference to the text with at least 2 out of 3 concepts correctly identified.

Standards:

Reading:English Language Arts (2016) RI.10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.**English Language Arts (2016) RL.10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**English Language Arts (2016) RL.10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**English Language Arts (2016) RL.10.2.**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **English Language Arts (2016)** RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

English Language Arts (2016) RL.10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). **English Language Arts (2016)** RL.10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Speaking and Listening: **English Language Arts (2016)** SL.10.1.c.: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Writing: **English Language Arts (2016)** W.10.2.b.: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **English Language Arts (2016)** W.10.2.c.: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **English Language Arts (2016)** W.10.2.f.: Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Language: **English Language Arts (2016)** L.10.2.b.: Use a colon to introduce a list or quotation. **English Language Arts (2016)** L.10.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.