

MANCHESTER REGIONAL HIGH SCHOOL

ENGLISH AS A SECOND LANGUAGE DEPARTMENT

BEGINNING ESL

REVISED & ADOPTED  
SEPTEMBER 2017

## **Manchester Regional High School Board of Education**

Mrs. Ellen Fischer, President, Haledon

Mr. Douglas Boydston, Vice-President, Prospect Park

Mr. Michael Boyle, Haledon

Mr. Jeffrey Fischer, Haledon

Mrs. Cynthia Fusco, North Haledon

Mr. Paul Gorga, North Haledon

Mr. Valdo Panzera, North Haledon

Mrs. Maria Sole, North Haledon

Mr. John Vander Molen, Prospect Park

### **Administration**

Dr. Miquel Hernandez, Superintendent of Schools

Mr. John Serapiglia, Business Administrator

Dr. Richard J. Ney, Principal

Ms. Colleen Brogan, Assistant Principal

Mr. Colleen Dorn, Assistant Principal

Mrs. Lynne Crawford, Director of Special Services

### **Supervisor of English as a Second Language**

Mr. Jonathan Banta

### **Curriculum Committee for Beginning ESL**

Mr. Jonathan Banta

Ms. Karissa Disney

## *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%

## **Beginner ESL**

### **Unit 1: Personal Narrative**

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

**Summative Assessment:** A well-constructed personal narrative

#### **Objectives:**

- Students will be able to distinguish short vowels from long vowels on graphic organizer with at least 80% accuracy on an exit slip game.
- Students will be able to introduce themselves in English and use simple vocabulary to create conversation with one another with at least 80% accuracy on an exit slip.
- Students will be able to identify pronouns and replace nouns with the correct pronoun to create complete sentences with 85% accuracy on an activity sheet.
- Students will be able to identify the correct present tense form of be (am, is, are) on a collaborative activity sheet with at least 75% accuracy.
- Students will be able to utilize the correct form of “be” through formulating questions using the various forms of “be” with at least 80% accuracy on an exit slip.
- Students will be able to independently read, "A New School" and show comprehension by identifying the main idea of the text and answering 10 out of 12 questions correctly on an exit slip.
- Students will be able to determine what sentences are true and what sentences are false by using textual evidence from the story, "Our Schedules" with at least 8 out of 10 questions answered correctly on an exit slip.
- Students will be able to determine if each sentence is affirmative or negative and reverse sentence structures to make affirmative contractions negative and negative contractions affirmative with at least 7 out of 10 correct on an exit slip.
- Students will identify the correct plural form of nouns and create sentences utilizing plural nouns with at least 8 out of 10 correct on an exit slip
- Students will identify the correct possessive adjectives to take the place of a subject pronouns in a sentence with at least 17 out of 20 correct on an exit slip.
- Students will be able to explain and identify good topic sentences and create a topic sentence for their personal narrative summative with 95% of students writing a clear and organized topic sentence.
- Students will be able to identify the purpose of transitions in writing and identify transitions that are appropriate for specific paragraphs and apply them to the the body paragraphs of their personal narratives with at least 95% accuracy.

- Students will be able to construct beginning, middle, and end paragraphs for their personal narratives and incorporate descriptive words with at least 85% of students receiving a 3 out of 4 on a writing rubric.
- Students will be able to revise and edit their own essays while focusing on the use of correct pronouns, punctuation, descriptive vocabulary, and spelling with students having fewer than 8 mistakes on pronoun usage, punctuation, and spelling in their essays.
- Students will be able to revise and edit their own essays while focusing on the use of correct pronouns, punctuation, descriptive vocabulary, and spelling with students having fewer than 8 mistakes on pronoun usage, punctuation, and spelling in their essays.

## **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.

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.

## **Unit 2:**

### **Beginner ESL**

**Essential Question:** Can people overcome conflict and learn from it?

**Summative Assessment:** Students will create a transitional essay choosing a character for *The Nightmare Before Christmas* text that answers conflict that character faced and how he or she was able to overcome that conflict.

## **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 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, *The Nightmare Before Christmas* with 85% 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 the exposition of the text through the application of textual evidence to identify the setting and characters with 80% of students accurately completing a graphic organizer.
- Students will be able to determine the climax of the text through the application of textual evidence with 80% of students accurately completing a graphic organizer.
- 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 interpret how the main characters change and grow throughout the text by using the application of textual evidence with students answering at least 7 out of 10 questions correctly on an exit slip.
- Students will be able to determine the central idea of the text by applying details of the text and accurately answering 80% of a worksheet correctly.
- Students will be able to create a character analysis by applying details from the text and formulating a graphic organizer with at least 8 out of 10 correct.
- Students will be able to create a topic sentence for their character analysis essays that organizes ideas, concepts and information so that the reader is able to make a clear connection between the character and character traits with at least 75% accuracy on an exit slip.
- Students will be able to create a character analysis essay with sufficient facts, quotations, and appropriate examples of the characters' traits 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:**

Reading: 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.

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. 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).

Writing: W.10.4.: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.

Speaking and Listening: 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. SL.10.1.d.: Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Language: L.10.2.c.: Spell correctly. L.10.3.a.: Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

### **Unit 3:**

#### **Beginner ESL**

**Essential Question:** How are other cultures different from my own?

**Summative Assessment:** Students will create a persuasive essay to persuade people to visit that country.

#### **Objectives:**

- Students will be able to demonstrate their understanding of terms such as diversity, ethnicities, history, stereotyping, and culture and explain the importance of each with 95% accuracy measured by a collaborative game.
- Students will be able to present relevant information on what makes their culture unique and diverse in a formal presentation with at least 75% accuracy as measured on a presentation rubric.

- Students will be able to define what a melting pot is and analyze the six aspects of culture in order to answer various critical thinking questions with at least 4 out of 6 questions answered correctly.
- Students will be able to define and explain the various aspects of culture and provide examples of each with at least 15 out of 20 correct on an exit slip.
- Students will be able to formulate questions for their interview projects that focus on other student's cultures and diversities with at least 8 out of 10 question formatted grammatically correct.
- Students will be able to interview peers and formulate and answer questions about their specific culture, and various aspects of their culture utilizing both speaking and writing skills to create a formal interview with 90% accuracy as determined by a rubric.
- Students will be able to define stereotyping and analyze various scenarios that depict stereotyping and explain the reasoning behind it and create a solution to the problem with at least 3 out of 5 questions answered correctly on an exit slip.
- Students will analyze the various senses (taste, touch, see, texture, smell etc..) used in different restaurant reviews and complete a graphic organizer identifying the various senses.
- Students will be able to acquire and use accurately general academic and domain-specific words and phrases and apply descriptive language to describe food for a restaurant review with at least 5 out of 6 foods described accurately.
- Students will be able to determine the difference between fact and opinion and create persuasive leads for various essay topics with at least 7 out of 10 answered correctly on an exit slip.
- Students will be able to create a thesis sentence that introduces precise claim(s), and creates an organization that establishes clear relationships among claim(s), by providing reasons, and evidence to support what makes their culture inclusive and diverse.
- Students will be able to create a persuasive essay by assessing the usefulness of each source in answering the research question; integrating information into the text selectively to maintain the flow of ideas, and avoiding plagiarism with at least 3 claims supported by sufficient research.
- Students will be able to develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual with at least 10 corrections made throughout their papers by peers.
- Students will be able to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence in order to explain the significance of their chosen countries with at least 90% accuracy as determined by a teacher generated rubric.
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically on their poster boards and focus on eye contact, posture, voice level, and correctness with at least 75% as determined by a teacher generated rubric.

- Students will be able to use precise language and domain-specific vocabulary to manage the complexity of the topic and create a poster that depicts a food from their heritage with at least an 85% as determined by a teacher generated rubric.
- Students will be able to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively in order to find information about a specific dish they have chosen for their projects with at least 7 out of 10 pieces of information found and written correctly on their information sheets.
- Students will be able to use precise language and domain-specific vocabulary to manage the complexity of the topic and create a poster that depicts a food from their heritage with at least an 85% as determined by a teacher generated rubric.
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically on their poster boards and focus on eye contact, posture, voice level, and correctness with at least 75% as determined by a teacher generated rubric.
- Students will be able to vary word choice and sentence structure to demonstrate an understanding of the influence of language and identify descriptive vocabulary and apply it to various texts with at least 13 out of 10 words utilized correctly to demonstrate understanding of the word.
- Students will be able to construct a topic sentence for their restaurant review that demonstrates their opinion and reasons why he or she has formulated that opinion.
- Students will be able to develop the body paragraph of their restaurant reviews and establish and maintain a style and tone appropriate to the audience and purpose.
- I will be able to read and watch "Pocahontas" and analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), and determine which details are emphasized in each account with at least 17 out of 20 questions answered correctly on an exit sheet.

### **Standards:**

- WIDA English language learners communicate for Social and Instructional purposes within the school setting
- WIDA English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Speaking and Listening: **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. **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. **English Language Arts (2016)** SL.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and

interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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)** 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.10.7. 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.

Writing: **English Language Arts (2016)** W.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **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.10.1.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.10.8. 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.10.5.: . 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. **English Language Arts (2016)** W.10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **English Language Arts (2016)** W.10.2.e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in

which they are writing. **English Language Arts (2016) W.10.2.d.**: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Language: **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. **English Language Arts (2016) L.10.3.a.** Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

## **Beginner ESL**

### **Unit 4: The Last of the Mohicans**

**Essential Question:** What American Romantic characteristics are discussed within Fenimore Cooper's novel as it is portrayed within the film (consider spiritual, moral, historical, social elements)?

**Summative Assessment:** Create an essay that analyzes American Romantic characteristics within both the film and novel.

### **Objectives:**

- Students will be able to interpret the author's different points of view in a text and explain how the author unfolds an analysis or series of ideas or events, and introduces the concept that novels written about war are a product of activism with at least 15 out of 20 questions answered correctly on an exit slip.
- Students will be able to create a character analysis by analyzing 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 3 out of 5 questions answered correctly on an exit slip.
- 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.
- Students will be able to determine the author's point of view in the text and compare it to their own experiences and make connections to the text with at least 3 out of 5 questions answered correctly on an exit slip.
- I will be able to determine how the author's ideas or claims are developed and refined by particular sentences, and paragraphs and explain in detail what those ideas and claims mean with at least 5 out of 7 correct on an exit slip.
- I will be able to determine the central idea of "Last of the Mohicans" and analyze how it is developed and refined by specific details and develop an inference of the text using strong context clues.

- I will be able to come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas and answer the question: "Why is Hawkeye seen as a Romantic hero?"
- I will be able to respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented and come to a conclusion with the class concerning the question, "Why is Hawkeye viewed as a Romantic hero?"
- I will be able to determine or clarify a word's precise meaning and the part of speech and correctly use it in a sentence with at least 8 out of 10 words used correctly.
- I will be able to determine or clarify a word's precise meaning and the part of speech and correctly use it in a sentence with at least 18 out of 21 questions answered correctly on a review game.
- I will be able to determine or clarify a word's precise meaning and the part of speech and correctly use it in a sentence with at least 45 out of questions answered correctly on a quiz.
- Students will be able to complete a character analysis review by identifying how the character's speech, appearance, effect on others, and actions change and develop throughout the text by using textual evidence in a Venn Diagram with at least 11 out of 14 statements correctly identified.
- Students will be able to complete a character analysis summative by identifying how the character's speech, appearance, effect on others, and actions change and develop throughout the text by using textual evidence with at least 80% accuracy on the assessment.
- I will be able to read and interpret documents of historical and literary significance, and identify how they relate in terms of themes and significant concepts with at least 8 out of 12 questions answered correctly on an exit slip.
- I will be able to make inferences by drawing connections between previous information from primary documents with at least 2 of 3 questions answered correctly on an exit slip.
- Students will be able to explain why Indians were unable to adapt successfully to the newly dominant European economic and social systems through the examination of text and art with at least 8 out of 10 questions correctly answered on an exit slip.
- Students will be able to compare and contrast characters in a text and explain how specific characters change and develop over the course of the text using textual evidence with at least 2 out of 3 questions correctly answered on a worksheet.
- Students will be able to interpret various questions using specific claims the author makes to support their arguments with at least 7 out of 10 questions answered correctly on an exit slip.
- Students will be able to interpret a cultural experience and determine a point of view in a work of literature from outside the United States and compare it with their own point of

view or experience with at least 6 out of 10 questions accurately answered using the text as a reference.

- I will be able to complete a Venn diagram that compares and contrasts *Pocahontas* and *Last of the Mohicans* with at least 13 out of 15 details accurately placed.

## **Standards:**

**Reading: 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)** 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)** RI.10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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)** 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.10.5.: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **English Language Arts (2016)** RI.10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **English Language Arts (2016)** RI.10.2.: Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. **English Language Arts (2016)** RI.10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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)** 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.10.1.: 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.10.7.: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **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.

Speaking and Listening: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**English Language Arts (2016)** SL.10.1.d.: Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Language: **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.