

Department: ESOL (English Speakers of Other Languages)

**Grade Level: Eighth: Basic
ESOL Proficiency Level 1**

ESOL Language Arts Program

◆ DESCRIPTION OF COURSE:

This course includes intensive English instruction to develop English language proficiency in reading, writing, listening and speaking. The students will acquire English language proficiency in Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS). In addition, the course of study will address American classroom and cultural norms.

◆ CONTENT

REQUIRED TOPICS OF STUDY

Skills Addressed Throughout Each of the Units:

Social and Academic Language Functions, Language Patterns and Structures, Everyday Concepts and Vocabulary, Academic Concepts and Vocabulary, Vocabulary Strategies, Learning to Read, Reading Strategies, Reading Comprehension, Recognize Genres, Recognize Literary Devices, Read and Respond to Literature, Learning Strategies, Critical Thinking, Research Skills, Using Technology, Listening and Speaking, Visual Analyzing, Representing Ideas and Information Through Visuals, Handwriting, Writing Purposes, Modes, and Forms, Writing Process, Grammar/Language Arts, Writer's Craft, Multicultural Awareness and Appreciation

COURSE TITLE: ESOL/ Language Arts

***GRADE LEVEL: Eighth: Basic
ESOL Proficiency Level 1***

Content/Theme: Approximately 2 weeks will be spent on each unit.

Unit 1-Glad to Meet You!

Unit 2-Set the Table

Unit 3-On the Job

Unit 4-Numbers Count

Unit 5-City Sights

Unit 6-Welcome Home!

Unit 7-Pack Your Bags!

Unit 8-Friend to Friend

Unit 9-Let's Celebrate!

Unit 10-Here to Help

Unit 11-Make a Difference!

Unit 12-Our Living Planet

Unit 13-Past and Present

Unit 14-Tell Me More

Unit 15-Personal Best

Unit 16-This Land is Our Land

Unit 17-Harvest Time

Unit 18-Superstars

◆ **RESOURCES**

High Point The Basics Student Book (Hampton Brown)

High Point The Basics Student Reading and Language Practice Book (Hampton Brown)

Teacher's Edition Book

Assessment Handbook

The Basics Unit Test Booklet

The Basics End-of-Level Test Booklets

The Basics Leveled Library Folk Tale Collection

COURSE TITLE: ESOL/ Language Arts

**GRADE LEVEL: Eighth: Basic
ESOL Proficiency Level 1**

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

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Domain: Listening (L)-process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: Speaking (S)-engage in oral communication in a variety of situations for a variety of purposes and audiences.

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Domain: Writing (W)-engage in written communication in a variety of forms for a variety of purposes and audiences.

<i>Level of ESOL Proficiency</i>	<i><u>PERFORMANCE OBJECTIVES</u> CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<i><u>LEARNING EXPERIENCES</u> ACTIVITIES, STRATEGIES, TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
Standard #1 Level 1: Entering	Listening: Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class, or on the bus).	M	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
	Speaking: Respond to and offer greetings, compliments, introductions, or farewells.	M		
	Reading: Search topics of interest on the Internet or in libraries.	M		
	Writing: Respond to requests or invitations, and write “to do” lists through pictures and words.	M		

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<p>Standard #2 Level 1: Entering</p>	<p>Listening: Match characters to character traits (such as: happy, sad, angry, etc.) after viewing a short skit or drama.</p> <p>Speaking: Answer WH (who, what, etc.) questions with one or more words based on comic book versions of age appropriate stories, plays, or novels.</p> <p>Reading: Identify words or phrases supported by illustrations associated with various genres.</p> <p>Writing: Use bilingual or picture dictionaries to generate language relevant to a task.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading</p>	<p>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p>

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Unit 18-Superstars

◆ **RESOURCES**

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Teacher's Edition Book

Assessment Handbook

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The Basics End-of-Level Test Booklets

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<i>Level of ESOL Proficiency</i>	<i><u>PERFORMANCE OBJECTIVES</u> CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<i><u>LEARNING EXPERIENCES</u> ACTIVITIES, STRATEGIES, TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
Standard #1 Level 1: Entering	Listening: Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class, or on the bus). Speaking: Respond to and offer greetings, compliments, introductions, or farewells. Reading: Search topics of interest on the Internet or in libraries. Writing: Respond to requests or invitations, and write “to do” lists through pictures and words.	M M M M	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

COURSE TITLE: ESOL/ Language Arts

**GRADE LEVEL: Eighth: Basic
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<i>Level of ESOL Proficiency</i>	<u>PERFORMANCE OBJECTIVES</u> <i>CONCEPTS, CONTENT, SKILLS</i> <i>(STUDENTS WILL KNOW AND BE ABLE TO)</i> <i>(Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<u>LEARNING EXPERIENCES</u> <i>ACTIVITIES, STRATEGIES,</i> <i>TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
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Department: ESOL (English Speakers of Other Languages)

**Grade Level: Eighth: Level B
ESOL Proficiency Level 3**

ESOL Language Arts Program

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◆ CONTENT

REQUIRED TOPICS OF STUDY

Skills Addressed Throughout Each of the Units:

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COURSE TITLE: ESOL/ Language Arts

***GRADE LEVEL: Eighth: Level B
ESOL Proficiency Level 3***

Content/Theme: Approximately 4-6 weeks will be spent on each unit.

Unit 1-Communication

Unit 2-Belonging

Unit 3-Dreams and Decisions

Unit 4-Continuity and Change

Unit 5-Challenges

◆ RESOURCES

High Point Level B Student Book (Hampton Brown)

High Point Level B Student Practice Book (Hampton Brown)

High Point Level B Grammar Practice Book

Teacher's Edition Book

Instructional Overheads

Teacher's Resource Book

Assessment Handbook

Level B Unit Test Booklet

Level B End-of-Level Test Booklet

Level B Leveled Library

COURSE TITLE: ESOL/ Language Arts

**GRADE LEVEL: Eighth: Level B
ESOL Proficiency Level 3**

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<i>Level of ESOL Proficiency</i>	<i><u>PERFORMANCE OBJECTIVES</u> CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<i><u>LEARNING EXPERIENCES</u> ACTIVITIES, STRATEGIES, TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
Standard #1 Level 3: Developing	Listening: Role-play positive ways of interacting socially and culturally based on oral descriptions. Speaking: Initiate or engage in conversation with peers or within small group. Reading: Sort relevant information from irrelevant information on topics gathered from the Internet or libraries. Writing: Write responses to and create ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes.	M M M M	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

COURSE TITLE: ESOL/ Language Arts

**GRADE LEVEL: Eighth: Level B
ESOL Proficiency Level 3**

<i>Level of ESOL Proficiency</i>	<u>PERFORMANCE OBJECTIVES</u> <i>CONCEPTS, CONTENT, SKILLS</i> <i>(STUDENTS WILL KNOW AND BE ABLE TO)</i> <i>(Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<u>LEARNING EXPERIENCES</u> <i>ACTIVITIES, STRATEGIES,</i> <i>TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
<p>Standard #2 Level 3: Developing</p>	<p>Listening: Reenact a scene from a skit or drama attended.</p> <p>Speaking: Present reviews of a drama, song, or magazine article to a small group.</p> <p>Reading: Predict types of genres based on language structures integrated into text (such as: Once upon a time, in ancient Greece).</p> <p>Writing: Engage in peer editing using checklists during process writing.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>	<p>Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading</p>	<p>Teacher observations, student responses, teacher/student interaction, portfolios, program assessments</p>

Department: ESOL (English Speakers of Other Languages)

**Grade Level: Eighth: Level C
ESOL Proficiency Levels 4 & 5**

ESOL Language Arts Program

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This course includes intensive English instruction to develop English language proficiency in reading, writing, listening and speaking. The students will acquire English language proficiency in Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS). In addition, the course of study will address American classroom and cultural norms.

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COURSE TITLE: ESOL/ Language Arts

***GRADE LEVEL: EIGHTH: Level C
ESOL Proficiency Levels 4 & 5***

Content/Theme: Approximately 4-6 weeks will be spent on each unit.

Unit 1-Personal Expression

Unit 2-Discoveries

Unit 3-Conflict and Resolution

Unit 4-Choices

Unit 5-Triumphs

◆ **RESOURCES**

High Point Level C Student Book (Hampton Brown)

High Point Level C Student Practice Book (Hampton Brown)

High Point Level C Grammar Practice Book

Teacher's Edition Book

Instructional Overheads

Teacher's Resource Book

Assessment Handbook

Level C Unit Test Booklet

Level C End-of-Level Test Booklet

Level C Leveled Library

COURSE TITLE: ESOL/ Language Arts

***GRADE LEVEL: EIGHTH: Level C
ESOL Proficiency Levels 4 & 5***

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<i>Level of ESOL Proficiency</i>	<i><u>PERFORMANCE OBJECTIVES</u> CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<i><u>LEARNING EXPERIENCES</u> ACTIVITIES, STRATEGIES, TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
Standard #1 Level 4: Expanding	Listening: Role-play or identify situations of peer pressure based on oral descriptions. Speaking: Use idiomatic expressions or slang in conversation. Reading: Arrange information on topics gathered from the Internet or libraries in logical order. Writing: Write responses to multimedia and create raps, songs, poetry, or prose.	M M M M	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

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**GRADE LEVEL: EIGHTH: Level C
ESOL Proficiency Levels 4 & 5**

<i>Level of ESOL Proficiency</i>	<i><u>PERFORMANCE OBJECTIVES</u> CONCEPTS, CONTENT, SKILLS (STUDENTS WILL KNOW AND BE ABLE TO) (Benchmarks)</i>	<i>LEVEL OF MASTERY</i>	<i><u>LEARNING EXPERIENCES</u> ACTIVITIES, STRATEGIES, TECHNIQUES</i>	<i>ASSESSMENT STRATEGY</i>
<p>Level 5: Bridging</p> <p>Standard #2</p> <p>Level 4: Expanding</p>	Listening: Role-play consequences of succumbing to peer pressure based on oral scenarios.	M	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
	Speaking: Use humor or sarcasm in conversation.	M		
	Reading: Confirm or summarize information on topics gathered from the Internet or libraries.	M		
	Writing: Write responses to and create humor, idioms, or language that contains multiple meanings.	M		
	Listening: React to basic humor in a skit or drama.	M	Cooperative groups, graphic organizers, CLOZE, multimedia, choral reading, point and read, echo reading, partner reading	
	Speaking: Present oral summaries of student-selected trade books or short stories.	M		
	Reading: Match summaries with excerpts from genres read (such as: mythology, science, fiction, or ballads).	M		
	Writing: Use thesauri, dictionaries, or checklists for self-editing during process writing.	M		

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Level 5: Bridging	<p>Listening: Respond appropriately to audios of scenes from a play in grade level text.</p> <p>Speaking: Give oral book summaries or reviews, including critiques, appropriate to grade level.</p> <p>Reading: Infer types of genres associated with written descriptions or summaries from grade level language arts text.</p> <p>Writing: Use rubrics to self-assess and revise process writing.</p>	<p>M</p> <p>M</p> <p>M</p> <p>M</p>		