

Department: ESOL (English Speakers of Other Languages)

**Grade Level: Ninth: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

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!

COURSE TITLE: ESOL/ Language Arts

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

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: Ninth: 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.

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

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.

Domain: Reading (R) - process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

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 | <p>Listening: Follow instructions or requests supported by gestures from peers (such as: “Meet me at my locker after 8th period.”).</p> <p>Speaking: State preferences for types of music, games, TV programs, or recreational activities.</p> <p>Reading: Preview visually supported text to glean basic facts.</p> <p>Writing: Work with a partner to write key points about a topic of common personal interest.</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> |

COURSE TITLE: ESOL/ Language Arts

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

| <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 1: Entering</p> | <p>Listening: Process information from speakers who use visual or graphic support (such as: meteorologists).</p> <p>Speaking: State facts derived from visually supported graded readers.</p> <p>Reading: Identify facts from pictures and sentences.</p> <p>Writing: List key words from visuals pertaining to discussions.</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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Department: ESOL (English Speakers of Other Languages)

**Grade Level: Ninth: Level A
ESOL Proficiency Level 2**

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, Evaluate Literature, Learning Strategies, Strategies for Test-Taking, Critical Thinking, Research Skills, Technological Literacy, Using Technology, Media Study and Multimedia Presentations, Listening and Speaking, Visual Analyzing, Representing Ideas and Information Through Visuals, Writing Purposes, Modes, and Forms, Writing Process, Grammar/Language Arts, Writer's Craft, Multicultural Awareness and Appreciation

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

Unit 1-Identity

Unit 2-Cooperation

Unit 3-Relationships

Unit 4-Community

Unit 5-Traditions

COURSE TITLE: ESOL/ Language Arts

***GRADE LEVEL: Ninth: Level A
ESOL Proficiency Level 2***

◆ RESOURCES

High Point Level A Student Book (Hampton Brown)
High Point Level A Student Practice Book (Hampton Brown)
High Point Level A Grammar Practice Book
Teacher's Edition Book
Instructional Overheads
Teacher's Resource Book
Assessment Handbook
Level A Unit Test Booklet
Level A End-of-Level Test Booklets
Level A Leveled Library

COURSE TITLE: ESOL/ Language Arts

GRADE LEVEL: Ninth: Level A
ESOL Proficiency Level 2

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.

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.

Domain: Reading (R) - process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

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 2: Beginning | Listening: Process and respond to discourse from unfamiliar speakers (such as: at assemblies or on field trips). Speaking: Describe preferred movies, magazines, stories, or authors. Reading: Connect information from visually supported text to self. Writing: Create a graphic organizer of key points of a topic of personal interest. | 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: Ninth: Level A
ESOL Proficiency Level 2**

| <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, TECHNIQUES</i> | <i>ASSESSMENT STRATEGY</i> |
|--|--|-------------------------------------|---|--|
| <p>Standard #2 Level 2: Beginning</p> | <p>Listening: Match information from TV, films, video, or DVD to titles of segments.</p> <p>Speaking: Participate in a small group discussion by asking and answering questions about a favorite book or play.</p> <p>Reading: Use graphic organizers to compare/contrast information between texts.</p> <p>Writing: List key phrases or sentences from discussions.</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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Department: ESOL (English Speakers of Other Languages)

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

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, Academic Concepts and Vocabulary, Vocabulary Strategies, Learning to Read, Reading Strategies, Reading Comprehension, Recognize Genres, Recognize Literary Devices, Read and Respond to Literature, Evaluate Literature, Learning Strategies, Strategies for Test-Taking, Critical Thinking, Research Skills, Technological Literacy, Using Technology, Media Study and Multimedia Presentations, Listening and Speaking, Visual Analyzing, Representing Ideas and Information Through Visuals, Writing Purposes, Modes, and Forms, Writing Process, Grammar/Language Arts, Writer's Craft, Multicultural Awareness and Appreciation

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

COURSE TITLE: ESOL/ Language Arts

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

◆ 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: Ninth: Level B
ESOL Proficiency Level 3**

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.

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.

Domain: Reading (R) - process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

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 3: Developing | Listening: Process and respond to discourse from indirect sources (such as: cassettes or CDs). Speaking: Recommend games, songs, books, films, poems, or computer programs and give reasons for selection. Reading: Skim/scan material to confirm information or hypotheses. Writing: Work in small groups to develop interview questions for a questionnaire on a topic of personal interest. | 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: Ninth: Level B
ESOL Proficiency Level 3**

| <i>Level of ESOL Proficiency</i> | <u><i>PERFORMANCE OBJECTIVES</i></u> <i>CONCEPTS, CONTENT, SKILLS</i> <i>(STUDENTS WILL KNOW AND BE ABLE TO)</i> <i>(Benchmarks)</i> | <i>LEVEL OF MASTERY</i> | <u><i>LEARNING EXPERIENCES</i></u> <i>ACTIVITIES, STRATEGIES,</i> <i>TECHNIQUES</i> | <i>ASSESSMENT STRATEGY</i> |
|---|---|-------------------------------------|---|--|
| <p>Standard #2 Level 3: Developing</p> | <p>Listening: Form general ideas based on information from speakers or media.</p> <p>Speaking: Deliver short, simple narrative speeches showing a connection between personal experiences with a book read or play/movie viewed.</p> <p>Reading: Compare/Contrast information from multiple sources (such as: text, Internet, oral tradition, personal experiences) using graphic organizers.</p> <p>Writing: Take notes and produce sentence outlines from discussions and lectures.</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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Department: ESOL (English Speakers of Other Languages)

**Grade Level: Ninth: Level C
ESOL Proficiency Level 4 & 5**

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 Components of Study

Skills Addressed Throughout Each of the Units:

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

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

COURSE TITLE: ESOL/ Language Arts

***GRADE LEVEL: Ninth: Level C
ESOL Proficiency Level 4 & 5***

◆ 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: Ninth: Level C
ESOL Proficiency Level 4 & 5***

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English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

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.

Domain: Reading (R) - process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

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 4: Expanding | Listening: Follow telephone conversations, process and respond to announcements over the intercom. | 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: Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles. | M | | |
| | Reading: Synthesize information from a variety of print resources. | M | | |
| | Writing: Write a summary of material collected from questionnaires on topics of personal interest. | M | | |

COURSE TITLE: ESOL/ Language Arts

**GRADE LEVEL: Ninth: Level C
ESOL Proficiency Level 4 & 5**

| <i>Level of ESOL Proficiency</i> | <u><i>PERFORMANCE OBJECTIVES</i></u> <i>CONCEPTS, CONTENT, SKILLS</i> <i>(STUDENTS WILL KNOW AND BE ABLE TO)</i> <i>(Benchmarks)</i> | <i>LEVEL OF MASTERY</i> | <u><i>LEARNING EXPERIENCES</i></u> <i>ACTIVITIES, STRATEGIES,</i> <i>TECHNIQUES</i> | <i>ASSESSMENT STRATEGY</i> |
|---|--|-------------------------|--|---|
| Level 5: Bridging | <p>Listening: Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages)</p> <p>Speaking: Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.</p> <p>Reading: Evaluate hypotheses based on information from text.</p> <p>Writing: Make written conclusions and inferences from data collected from questionnaires and other resources.</p> | 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 |
| Standard #2 Level 4: Expanding | <p>Listening: Identify summaries of information form radio, cassettes, CDs, or multimedia.</p> <p>Speaking: Give persuasive speeches on school-related topics.</p> <p>Reading: Synthesize relevant information from varied genres or sources, including the Internet.</p> <p>Writing: Produce outlines and summary paragraphs from lecture notes.</p> | 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: Ninth: Level C
ESOL Proficiency Level 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> |
|---|---|--------------------------------|--|---|
| Level 5: Bridging | <p>Listening: Integrate information garnered from documentaries and lectures with information on a topic found in grade level texts.</p> <p>Speaking: Engage in formal debates on school-related issues, verifying resources to distinguish fact from opinion.</p> <p>Reading: Evaluate the validity of essential ideas in grade-level texts within a cooperate group.</p> <p>Writing: Produce essays based on notes from lectures.</p> | 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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