

# ESL High-Intensity Course Overview

Content Area: **World Language**  
Course(s): **ESL HI INTENS**  
Time Period: **Full Year Course**  
Length: **180 Days**  
Status: **Published**

## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

ESL High Intensity

Course Number: 1244

### BOARD OF EDUCATION

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Course Adoption: 04/21/1986

Curriculum Adoption: 10/03/1996

## **Course Overview**

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### **As advised by New Jersey Department of Education/Office of Specialized Populations/Bureau of Bilingual/ESL Education**

This course is designed for high school students who score below the cut-off point on the WIDA Screener Assessment or ACCESS 2.0. Its purpose is to develop oral language proficiency in English reading and writing readiness skills. All **Mandarin, Arabic, and Spanish** speakers are eligible for High Intensity instruction. In addition Beginner ELLs who speak other languages can benefit from this tutorial course. The purpose of this course is to provide English Language Learners with an extra class period a day as a tutorial for other content areas. The course accommodates children with a range of language and literacy skills.

## **Modifications**

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### **Special education students**

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

### **English language learners**

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

### **Students at risk of school failure**

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (in writing, orally, visually)
- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual

needs

- Regular and timely check-ins and correspondence to elicit support from counselor and family

### **Gifted and talented students**

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

### **Students with 504 plans**

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

## **Materials and Resources**

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District content area textbooks and materials

## **Content Specific Standards**

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### **WIDA STANDARDS**

1. **Social and Instructional Language**
2. **The Language of Language Arts**
3. **The Language of Mathematics**
4. **The Language of Science**
5. **The Language of Social Studies**

## **Interdisciplinary Standards**

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## NJSLS SOCIAL STUDIES

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.Civics PD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.Econ NE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.Econ NE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.History UP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.History CC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

### 6.2 World History: Global Studies by the End of Grade 12

6.2.12.Geo PP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.Geo GE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.History CC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.Civics PI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.Geo SP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

### 6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### [NJSL Visual and Performing Arts](#)

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

## **Career Readiness, Life Literacies, and Key Skills**

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### [NJSLS Career Readiness, Life Literacies, and Key Skills](#)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

## **Computer Science and Design Thinking**

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### [NJSLS Computer Science and Design Thinking](#)

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

## **Pacing Guide**

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The pacing of this course depends on the proficiency of the English Language Learners as it impacts their individualized needs in the content area courses.

## **Formative and Summative Assessment**

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### **FORMATIVE ASSESSMENTS**

Marzano Scale  
Thumbs Up, Thumbs Down  
Mini whiteboards  
Google Voice Calls  
Ticket out the Door/Exit Tickets  
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)  
Four Corners  
Sequence Cards  
Snowball Fight  
Window Panes  
Planned speaking assessments  
Postcard  
List Three Things  
Venn Diagram  
Hand In, Pass Out

Write It Down  
Think Pair Share  
Think Write Pair Share  
Doodle It  
Two Roses and a Thorn  
Twitter Voting  
Backchannel/Todaysmeet  
Digital Cork Board: Padlet  
Jigsaw Groups  
Answer the Essential Question (Verbally or Written)  
Make Predictions  
Self-Assessment  
Web/Concept Map  
ePortfolio Check  
Journal Entry  
Inside-Outside Circle  
One Sentence Summary  
Sentence Frames  
Talk a Mile a Minute  
Tic-Tac-Toe/Think-Tac-Toe  
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have  
Numbered Heads Together  
Gallery Walk  
Just Like Me (Stand up if you....)  
Stand up, Hand up, Pair up

## **SUMMATIVE ASSESSMENTS**

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSL.

Interpretive Task  
Interpersonal Task  
Presentational Writing/Speaking Task

## **BENCHMARK ASSESSMENTS**

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency



in each of the modes of communication, and set goals about moving to increased proficiency.

## **ALTERNATIVE ASSESSMENTS**

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

## **Grading Procedures and Evaluation**

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### **GRADING GUIDELINES**

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

<b>A</b>	<b>Excellent</b>	<b>Advanced Proficient</b>
<b>B</b>	<b>Good</b>	<b>Above Average Proficient</b>
<b>C</b>	<b>Fair</b>	<b>Proficient</b>
<b>D</b>	<b>Poor</b>	<b>Minimally Proficient</b>
<b>F</b>	<b>Failing</b>	<b>Partially Proficient</b>

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

### **Grading Weights for Quarter Grades**

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:

Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

## **COURSE EVALUATION**

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

## **Other Information**

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### **SCED**

01992 English Proficiency Development

English Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

CONTENT FOCUS AREA AND COURSE NAME

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1244	050	ESL	6-12	5.00	210	R	04/21/1986
2251	055	ESL	6-12	5.00	210	R	04/21/1986
3223	056	ESL	6-12	5.00	210	R	04/21/1986

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

### NJ Student Learning Standards

Career Readiness, Life Literacies and Key Skills

Comprehensive Health and Physical Education

Language Arts Literacy

### NJ Student Learning Standards

SMathematics

Science

PSocial Studies

### NJ Student Learning Standards

PComputer Science and Design Thinking S

PVisual and Performing Arts S

PWorld Languages P