

# ESL Intermediate Course Overview

Content Area: **World Language**  
Course(s): **ESL INTERMEDIATE**  
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 Intermediate

Course Number: 2248

### BOARD OF EDUCATION

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Course Adoption: 04/21/1986

Curriculum Adoption: 10/03/1996

## **Course Overview**

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The **ESL Intermediate** curriculum is designed to enable learners to meet the Level 3 World-Class Instructional Design and Assessment (WIDA) Consortium English Language Proficiency Standards for English Language learners in grades 6-12. It is designed to move students along the proficiency continuum from level 2 to level 3 of the WIDA standards. In this course, students are expected to demonstrate mastery/proficiency of all the WIDA 6-12 standards at level 3. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies. This course is designed for high school students who score below the cut-off point on the WIDA Screener Assessment. Its purpose is to develop oral language proficiency in English reading and writing readiness skills. Students receive 5 class periods of instruction per week.

## **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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McCloskey, Mary Lou. *Visions*, Heinle Cengage Learning, copyright 2004,

The Oxford Picture Dictionary, Joan Ross Keyes, copyright 1998, Oxford University Press

## **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.HistoryCC.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.CivicsPI.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.GeoSP.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.

### [NJSLS 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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### [NJSL 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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Marking Period	Theme	Topics
MP 1	Belonging	<p>Content: Literature</p> <ul style="list-style-type: none"><li>• Bless Me, Ultima (Excerpt)</li><li>• Seedfolks (excerpt)</li></ul> <p>Content Science</p> <ul style="list-style-type: none"><li>• Biomes</li><li>• Ecosystems</li><li>• New Mexico</li></ul>

		<p>Content Social Studies</p> <ul style="list-style-type: none"> <li>• Ellis Island, New York</li> <li>• U.S. Immigration</li> <li>• Vietnam</li> <li>• If Your Name Was Changed at Ellis Island</li> <li>• I was Dreaming to Come to America</li> </ul>
<b>MP 1</b>	Together as One	<p>Content: Literature:</p> <ul style="list-style-type: none"> <li>• Half and Half (Excerpt) Lensey Namioka</li> <li>• We Are All One (abridged) Laurence Yep</li> </ul> <p>Content: Geography/ Science</p> <ul style="list-style-type: none"> <li>• “The Monarch Migration”</li> <li>• “Cells and Organisms”</li> </ul>
<b>MP 2</b>	The Holocaust	<p>Content: Literature</p> <ul style="list-style-type: none"> <li>• The Diary of Anne Frank (excerpt)</li> <li>• Frances Goodrich and Albert Hackett</li> <li>• Friends (excerpt)</li> <li>• Naomi Shihab Nye</li> </ul> <p>Content: Mathematics</p> <ul style="list-style-type: none"> <li>• “The Golden Rectangle”</li> <li>• Ratios in mathematics</li> </ul> <p>Content: Social Studies</p> <ul style="list-style-type: none"> <li>• Nazi occupation during World War II</li> <li>• World War II</li> <li>• Feudalism in the Middle Ages</li> <li>• Map of Israel</li> <li>• The Roman Empire and Charlemagne</li> </ul>
<b>MP 2</b>	Justice	<p>Content: Literature</p> <ul style="list-style-type: none"> <li>• The Pearl (Excerpt)</li> <li>• John Steinbeck, retold by Sally Stockton</li> <li>• Blowin’ in the Wind, Bob Dylan</li> </ul> <p>Content: Science</p> <ul style="list-style-type: none"> <li>• DNA</li> <li>• DNA fingerprinting</li> <li>• “Genes &amp; DNA”</li> </ul>

		<ul style="list-style-type: none"> <li>• Richard Walker</li> </ul> <p>Content: Social Studies</p> <ul style="list-style-type: none"> <li>• Socrates</li> <li>• The government of Ancient Greece</li> <li>• Protest songs</li> <li>• “Justice First”</li> <li>• R. Anthony Kugler</li> </ul>
<b>MP 3</b>	Learning from Experience	<p>Content: Literature</p> <ul style="list-style-type: none"> <li>• Seventh Grade (excerpt)</li> <li>• Gary Soto</li> <li>• “Coyote Flies with the Geese”</li> <li>• Jane Louise Curry</li> </ul> <p>Content: Mathematics</p> <ul style="list-style-type: none"> <li>• Mathematics and the ancient Greeks</li> <li>• “Eratosthenes”</li> </ul> <p>Content: Social Studies</p> <ul style="list-style-type: none"> <li>• “Magellan’s Remarkable Voyage”</li> <li>• Map of the World</li> <li>• Native American Myths</li> <li>• Geography of California</li> </ul>
<b>MP 4</b>	Change	<p>Content: Literature</p> <ul style="list-style-type: none"> <li>• “The Circuit”</li> <li>• Francisco Juminez</li> <li>• “Change”</li> <li>• Charlotte Zolowtow</li> <li>• “Old Snake”</li> <li>• Pat Mora</li> <li>• “Walking on the Boundaries of change”</li> <li>• Sara Holbrook</li> </ul> <p>Content: Mathematics</p> <ul style="list-style-type: none"> <li>• “Many Changes”</li> </ul> <p>Content: Science</p>

		<ul style="list-style-type: none"> <li>• “Our Changing Earth”</li> </ul>
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## **Formative and Summative Assessment**

### **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 NJSLs.

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

40% Presentational and interpersonal speaking

40% 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

### SCED

01992 English Proficiency Development

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

Course Name ESL

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
2248	050	ESL	10-12	5.00	210	Required	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