

Teacher Name: Danielle Salamone

COURSE TITLE/GRADE: ESL I/9-12

DEPARTMENT/SUBJECT: ESL

Date of Review: 6/16/09

	<b>Unit 1 - September</b>	<b>Unit 2 - October</b>	<b>Unit 3 – Nov. / Dec.</b>
Essential Questions	What basic English communication skills do I need for survival? What time is it?	Where do I go, and what do I do if I'm sick and need help?	What is a family tree? What vocabulary will help me to better understand my content area classes: Language Arts and Social Studies?
Content	<u>Shining Star</u> Calendar Classroom/School Objects "Hello, how are you?" "Alphabet: Sounds and Symbols"	<u>Shining Star</u> <u>Oxford Picture Dictionary</u> <u>Watch and Listen</u>	<u>Shining Star</u> <u>Oxford Picture Dictionary</u> "Nomads" "Jewel in the Sand"
Skills	Alphabet and phonetics Greetings Building English Vocabulary: Classroom/School Objects; The Home Pronouns Verb: To Be Days of the week Months of the year Identifying times of day/night American Holidays Asking/Answering simple present questions Plurals: -s, -es, -ves, and irregular	Building English Vocabulary: Parts of the body, the hospital, the Doctor's office, and human emotions Verbs: To Have, To Need, To Help, and To Hurt Using articles Applying simple present tense Keeping a journal	Building English Vocabulary: The Family Identifying likes and dislikes Language Arts/English vocabulary Social Studies/History vocabulary Using and identifying synonyms and antonyms Sentence order Utilizing reading strategy: Preview Drawing conclusions Understanding language patterns: Short a and e
WIDA Consortium Standards	<u>Standard Reference:</u> Framework: Formative/Summative Standard 1/Social Instruction Standard 2/The Language of Language Arts Grade Level Cluster: 9-12 Language Domain: Reading, Writing, Listening, and	<u>Standard Reference:</u> Framework: Formative/Summative Standard 1/Social Instruction Standard 2/The Language of Language Arts Standard 5/The Language of Science Grade Level Cluster: 9-12	<u>Standard Reference:</u> Formative/Summative Standard 1/Social Instruction Standard 2/The Language of Language Arts Standard 3/The Language of History Grade Level Cluster: 9-12

	Speaking Language Proficiency Level: 1-3/Beginning-Bridging	Language Domain: Reading, Writing, Listening, and Speaking Language Proficiency Level: 1-3/Beginning-Bridging	Language Domain: Reading, Writing, Listening, and Speaking Language Proficiency Level: 1-3/Beginning-Bridging
Assessments	Oral and written quizzes and tests	Oral and written quizzes and tests	Oral and written quizzes and tests
Resources	<u>Shining Star</u> Level A (Publisher: Longman), <u>Rosetta Stone</u> Level I (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep I</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Level I (Publisher: Longman)	<u>Shining Star</u> Level A (Publisher: Longman), <u>Rosetta Stone</u> Level I (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep I</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Level I (Publisher: Longman)	<u>Shining Star</u> Level A (Publisher: Longman), <u>Rosetta Stone</u> Level I (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep I</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Level I (Publisher: Longman)
Inter-Disciplinary Connections	The Language of Language Arts: Linguistics, phonology, asking/answering questions in the present tense, verb conjugation The Language of History: American Holidays/Students will understand American holidays, their significance, and history	Social Instruction: Students will be able to express themselves emotionally, and idioms The Language of Language Arts: Keeping a journal The Language of Science: Identifying the parts of the body	Social Instruction: Understanding vocabulary and relationships within the family/Expressing likes and dislikes, idioms The Language of Language Arts: Syntax, phonology, reading strategy, drawing conclusions The Language of History: Students will write paragraphs/short essays on an historical topic related to a specific historical time period

### Unit 4 - January

### Unit 5 - February - March

<p>What vocabulary will help me to better understand my content area classes: Math and Science?          How do I understand, follow, ask, and give directions?          How do I ask and respond to questions? What is gravity?          What causes an earthquake?</p>	<p>How do I identify parts of a story?          How do literary devices affect a text?          From where did language originate?</p>
<p><u>Shining Star</u>          “The Trojan Horse”          “Earthquakes”          “The Bouncing Ball”          “Roberto Clemente”</p>	<p><u>Shining Star</u>          “The Clever Daughter-in-Law”          “Family Traits”          “Early Writing”          “The Great Minu”</p>
<p>Suffix: -er, -ly          Compound words          Phrasal verbs          Identifying cause and effect          Simple past tense          Using and identifying irregular verbs          Using and identifying adjectives          Asking questions          Understanding chronological order          Information questions          Identifying proper nouns          Understanding language patterns: initial and final y; long vowels with signal e; suffix –er; short I,o,u; consonants: c and g</p>	<p>Identifying and using prefixes un and re          Words that tell when          Reading strategy: Predict          Using and identifying single possessives with apostrophes          Plural possessives          Taking notes          Understanding irony          Possessive pronouns          Combining simple sentences using conjunctions and          Understanding language patterns: digraphs ch, sh, th, ks, qu, kw, wh, and x</p>
<p><u>Standards Reference:</u>          Framework: Formative/Summative          Standard 1/Social Instruction          Standard 2/The Language of Language Arts</p>	<p><u>Standards Reference:</u>          Framework: Formative/Summative          Standard 2/The Language of Language Arts          Standard 4/The Language of History          Grade Cluster: 9-12</p>

Standard 3/The Language of Mathematics Standard 5/The Language of Science Grade Cluster: 9-12 Language Domain: Reading, Writing, Listening, and Speaking Language Proficiency Level: 1-3/Beginning-Bridging	Language Domain: Reading, Writing, Listening, and Speaking Language Proficiency Level: 1-3/Beginning-Bridging
Oral and written tests and quizzes	Oral and written tests and quizzes
<u>Shining Star</u> Level A (Longman), <u>Rosetta Stone</u> Level I (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep I</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Level II (Publisher: Longman), calculator	<u>Shining Star</u> Level A (Longman), <u>Rosetta Stone</u> Level I (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep I</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Level II (Publisher: Longman)
Social Instruction: Idioms The language of Language Arts: Syntax, phonology, chronological order, cause and effect, simple past tense, proper nouns, and phrasal verbs, writing essays The Language of Mathematics: Students will understand the basic functions of a calculator and mathematical vocabulary The Language of Science: Understanding how earthquakes are caused, gravity	Social Instruction: Idioms The Language of Language of Language Arts: The effect of literary devices in relation to reading a text, identifying plot, as well as the parts of a story The Language of History: Students will understand the history of language (what was the first recorded language?) Students will complete a project reflecting a particular historical time period.

### Unit 6 – March / April / May

Essential Questions	What if I don't want to cook? How do I order at a restaurant? How do I express preferences? How do plants grow? How does mythology reflect the attitude(s) of the people during that time? How will identifying language patterns help me to become a better reader?
Content	<u>Shining Star</u> “Dining Out” “The Blind Men and the Elephant” “Animal Senses” “Amazing Plants”

	“Apollo and Daphne”
Skills	<p>Building English Vocabulary: Words associated with the restaurant</p> <p>Using common social phrases when dining out</p> <p>Using regular comparatives with –er and –est; irregular comparatives</p> <p>Making inferences</p> <p>Finding main idea</p> <p>Using prepositional phrases</p> <p>Combining sentences using the conjunction but</p> <p>Using and identifying adjectives</p> <p>Writing comparisons</p> <p>Writing sentences with compound subjects</p> <p>Using diagrams</p> <p>Understanding language patterns: Final ed as ed, t, and d; final –s and –es as s and z; final and medial tion; diphthongs ow, ou, oi, oy, aw, and au</p>
WIDA Consortium Standards	<p><u>Standards Reference:</u></p> <p>Framework: Formative/Summative</p> <p>Standard 1/Social Instruction</p> <p>Standard 2/The Language of Language Arts</p> <p>Standard 5/The Language of Science</p> <p>Grade Level Cluster: 9-12</p> <p>Language Domain: Reading, Writing, Listening, and Speaking</p> <p>Language Proficiency Level: 1-3/Beginning-Bridging</p>
Assessments	Oral and written tests and quizzes, presentation
Resources	<p><u>Shining Star</u> Level A (Longman), <u>Rosetta Stone</u> Level I (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep I</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Level II (Publisher: Longman)</p>
Inter-Disciplinary Connections	<p>Social Instruction: Idioms, dining out</p> <p>The Language of Language Arts: Mythology</p> <p>The Language of Science: Students will understand science related vocabulary, as well as how plants grow.</p>

\*\*\*May be subject to change and/or modifications based on students' overall level of English language proficiency and students' grade level