

Teacher Name: Danielle Merriel

COURSE TITLE/GRADE: ESL II/ 9-12

DEPARTMENT/SUBJECT: ESL

Date of Review: 6/16/09

**Unit 1 - September**

**Unit 2 - October**

**Unit 3 – Nov. / Dec.**

	<b>Unit 1 - September</b>	<b>Unit 2 - October</b>	<b>Unit 3 – Nov. / Dec.</b>
Essential Questions	<p><b>Content Focus: History and English</b></p> <p>What are reading strategies, and how can they help me better understand a text?            How do I identify alliteration?            How do I correctly use pronoun referents?            How do I form compound sentences using conjunctions?            What are the parts of speech?            What is sentence order?            How do I write a descriptive paragraph?            How do I look for language patterns to help me better understand pronunciation?</p>	<p><b>Content Focus: Science and English</b></p> <p>How do I use Greek and Latin roots to determine word meaning?            How do reading strategies help me to better understand a text?            How do I identify rhyme, personification and characterization in a text?            What is subject-verb agreement?            How do I write an expository paragraph?            How do I write a process paragraph?            How do I use language patterns to help me better understand pronunciation?</p>	<p><b>Content Focus: English and Science</b></p> <p>What are idioms, and how do I understand them using context clues?            How does making inferences help me to better understand a text?            How do I identify first-person point of view?            What are the elements of plot?            How do I ask and respond to questions in the simple past?            How do compound sentences make my writing stronger?            How do I conjugate <i>Be</i> verbs in the past tense?            How do I write a narrative?            How do I use language patterns to help me better understand pronunciation?            How do seeds and plants grow?</p>
Content	<p><u>Shining Star</u>            “The First Americans”            “This Land is Your Land”            “Roll on Columbia”            From <i>River to Tomorrow</i>            “Reading a Relief Map”</p>	<p><u>Shining Star</u>            “Ecosystems: The Systems of Nature”            “The Bat”            “The Snake”            From <i>My Side of the Mountain</i>            “Water and Living Things”</p>	<p><u>Shining Star</u>            “Success Stories”            “An Interview with Naomi Shihab Nye”            From <i>Seedfolks</i>            “How Seeds and Plants Grow”</p>
Skills	<p>Understanding key vocabulary terms            Using cognates and prefixes            Using reading strategies: Previewing, predicting, and visualizing            Identifying alliteration and flashback            Using pronouns            Using the conjunctions <i>and</i> and <i>or</i>            Adjective placement            Identifying parts of speech</p>	<p>Understanding key vocabulary terms            Understanding and applying Greek and Latin roots            Understanding and applying suffixes            Applying skimming            Making inferences about characters            Identifying rhyme, personification, and characterization            Subject-verb agreement: simple present            Writing an expository paragraph</p>	<p>Understanding key vocabulary terms            Understanding suffixes with occupations            Understanding, applying, and identifying idioms            Making inferences            Understanding first-person point of view            Understanding and identifying the elements of plot  <i>Yes/No</i> and <i>wh-</i> questions in the simple past tense</p>

	<p>Writing a descriptive paragraph</p> <p>Understanding language patterns: long and short <i>a</i>, <i>e</i>, <i>i</i></p>	<p>Writing a process paragraph</p> <p>Understanding language patterns: long and short <i>o</i>, and <i>u</i>; silent <i>e</i></p>	<p>Using compound sentences</p> <p><i>Be</i> verbs in the past tense</p> <p>Negative past sentences</p> <p>Writing a narrative paragraph</p> <p>Writing a personal narrative</p> <p>Writing a biographical narrative</p> <p>Understanding language patterns: r-controlled vowels <i>ar</i>, <i>ir</i>, <i>er</i>, and <i>ur</i>, and the digraph <i>wh</i></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 4/The Language of History</p> <p>Grade Level Cluster: 9-12</p> <p>Language Domain: Reading, Writing, Listening, and Speaking</p> <p>Language Proficiency Level: 3-6/Bridging-Reaching</p>	<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: 3-6/Bridging-Reaching</p>	<p><u>Standards Reference:</u></p> <p>Framework: Formative/Summative</p> <p>Standard 1/Social Instruction</p> <p>Standard 2/The Language of Language of Standard 5/The Language of Science</p> <p>Language Arts</p> <p>Grade Level Cluster: 9-12</p> <p>Language Domain: Reading, Writing, Listening, and Speaking</p> <p>Language Proficiency Level: 3-6/Bridging-Reaching</p>
Assessments	Oral and written quizzes and tests, writing samples and homework	Oral and written quizzes and tests writing samples and homework	Oral and written quizzes and tests, writing samples, and homework
Resources	<p><u>Shining Star</u> Level B/C (Publisher: Longman), <u>Rosetta Stone</u> Level 3 (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep II</u> (Publisher: Saddleback), <u>Skill Sharpeners Level III/IV</u> (Publisher: Longman)</p>	<p><u>Shining Star</u> Level B/C (Publisher: Longman), <u>Rosetta Stone</u> Level 3 (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep II</u> (Publisher: Saddleback), <u>Skill Sharpeners Level III and IV</u> (Publisher: Longman)</p>	<p><u>Shining Star</u> Level C (Publisher: Longman), <u>Rosetta Stone</u> Level 3 (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep II</u> (Publisher: Saddleback), <u>Skill Sharpeners Level III/IV</u> (Publisher: Longman)</p>
Inter-Disciplinary Connections	<p>Social Instruction: Idioms</p> <p>The language of Language Arts: Syntax, phonology, reading strategies, parts of speech, compound sentences using conjunctions, descriptive paragraphs/essay, alliteration, flashback</p> <p>The Language of History: Reading a relief map, American Revolution/Students will write a</p>	<p>Social Instruction: Idioms</p> <p>The Language of Language Arts: Syntax, phonology, Greek and Latin roots to identify word meaning, reading strategies, literary devices</p> <p>The Language of Science: Science related vocabulary, ecosystems, water and living things</p>	<p>Social Instruction: Idioms</p> <p>The Language of Language Arts: Syntax, phonology, points of view, elements of plot, past tense/irregular verbs, compound sentences, prefixes and suffixes to identify word meaning, inference, narrative</p> <p>The Language of Science: Science related vocabulary as well as how seeds and</p>

	descriptive essay on a section of the American Revolution/Students will write a narrative through the point of view of an historical figure during the time of the American Revolution		plants grow
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### Unit 4 - January

### Unit 5 - February - March

<p>Essential Questions</p>	<p><b>Content Focus: Science and English</b>          How do I use and identify phrasal verbs?          What are synonyms, and how can I identify them?          How can a personal experience help me to better understand a text?          How do I identify cause, effect, and solution?          How can I infer character traits from dialogue?          What are similes, and how can I apply them to my writing?          What are conditionals?          What are complex sentences, and how can I apply them to my writing?          How do I conjugate verbs in the future tense?          How do I write a formal persuasive letter?          How do I write an informal persuasive e-mail          How do I pronounce <i>schwa</i> and voiced and unvoiced final <i>s</i>?</p>	<p><b>Content Focus: History and English</b>          How do I identify antonyms?          How do I use non-print and print resources for word meaning and spelling?          What is setting?          What are hyperboles?          How do I use comparatives and superlatives?          How do I use possessive pronouns and adjectives?          How identify subject and object pronouns?          How do I write a research paper?          How do I pronounce blends and digraphs?</p>
<p>Content</p>	<p><u>Shining Star</u>          “Changing Earth”          “The Intersection”          “China’s Little Ambassador”          “Migration Patterns”</p>	<p><u>Shining Star</u>          “The Road to Texas Independence”          From <i>A Line in the Sand</i>          From <i>Pecos Bill: The Greatest Cowboy of All Time</i>          “The Cowboy Era”</p>
<p>Skills</p>	<p>Understanding key vocabulary terms          Using phrasal verbs          Identifying synonyms          Noting causes, effects, and solutions          Using personal experience to understand a story          Understanding dialogue          Identifying similes; applying similes to writing          Using conditionals: Sentences with <i>if</i> clauses          Understanding complex sentences; applying complex sentences to writing          Understanding, identifying, and applying future tense          Writing a formal persuasive letter</p>	<p>Understanding key vocabulary terms          Identifying antonyms          Using print and non-print resources for word meaning and spelling          Taking notes; summarizing          Understanding and identifying setting          Understanding and identifying hyperboles          Using comparatives and superlatives          Using comparative and superlative adjectives          Using possessive pronouns and possessive adjectives          Understanding and using subject and object pronouns          Writing notes for a research report          Writing summaries and responses          Writing a research report</p>

	Writing an informal persuasive e-mail Understanding pronunciation: <i>Schwa</i> ( <i>ə</i> ); voiced and unvoiced final <i>s</i>	Pronouncing blends and digraphs <i>wh, ng, ch, tch, wr, kn</i>
WIDA Consortium Standards	<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 Language Domain: Reading, Writing, Listening, and Speaking Language Proficiency Level: 3-6/Bridging-Reaching	<u>Standard Reference:</u> Framework: Formative/Summative Standard 1/Social Instruction Standard 2/The Language of Language Arts Standard 4/The Language of History Grade Level Cluster: 9-12 Language Domain: Reading, Writing, Listening, and Speaking Language Proficiency Level: 3-6/Bridging-Reaching
Assessments	Oral and written tests and quizzes and writing samples and homework	Oral and written tests and quizzes, research report/presentations, and homework
Resources	<u>Shining Star</u> Level B/C (Publisher: Longman), <u>Rosetta Stone</u> Level 3 (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep II</u> (Publisher: Saddleback), <u>Skill Sharpeners Level III/IV</u> (Publisher: Longman)	<u>Shining Star</u> Level C (Publisher: Longman), <u>Rosetta Stone</u> Level III (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized Test Prep Level II</u> (Publisher: Saddleback), <u>Skill Sharpeners</u> Levels III and IV (Publisher: Longman)
Inter-Disciplinary Connections	Social Instruction: Idioms The Language of Language Arts: Syntax, phonology, complex sentences, future tense, persuasive essay, cause-effect-solution relationships, phrasal verbs, reading strategy The Language of Science: Earth's formation and migration patterns, students will write a persuasive essay on a scientific topic	Social Instruction: Idioms The Language of Language Arts: Writing summaries and responses, superlative and possessive adjectives, note-taking skills, vocabulary, writing/presenting a research paper The Language of History: History related vocabulary, Independence of Texas, "Wild West", students will write a research paper on an historical topic

### Unit 6 – March / April / May

Essential Questions	<b>Content Focus: Science and English</b> How do I identify homonyms? How do word roots help me to better understand word meaning? What are the elements of drama? How do I apply quotations to my writing? How do I identify prepositional phrases?
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	<p>How do I use adverbs in my writing?          What are the elements of a myth, and how do I apply them to writing?          How do I pronounce digraphs and diphthongs?</p>
Content	<p>“Earth’s Orbit”          “How Glooskap Found the Summer”          “Persephone and the Pomegranate Seeds”  <i>The Greatest Bear</i>          “Telescopes”</p>
Skills	<p>Understanding key vocabulary terms          Identifying homonyms          Understanding word meaning based on word roots          Studying diagrams          Reading plays aloud          Understanding the elements of drama          Understanding stage directions          Identifying the hero/heroine          Understanding, identifying, and applying conflict          Using quotations: Direct and split          Using prepositional phrases          Using apostrophes with contractions and possessives          Using adverbs for precision          Writing a short myth          Writing a skit          Pronouncing digraphs <i>sh, ph, th</i> and diphthongs <i>oo, ou, ow, oy, oi</i></p>
WIDA Consortium Standards	<p><u>Standards 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          Language Domain: Reading, Writing, Listening, Speaking          Language Proficiency Level: 3-6/Bridging-Reaching</p>
Assessments	<p>Oral and written quizzes/tests, writing samples, and homework</p>
Resources	<p><u>Shining Star</u> Level C (Publisher: Longman), <u>Rosetta Stone</u> Level 3          (Publisher: Rosetta Stone), Interactive Internet Resources, <u>Standardized</u></p>

	Test Prep II (Publisher: Saddleback), <u>Skill Sharpeners Level III/IV</u> (Publisher: Longman)
Inter-Disciplinary Connections	Social Instruction: Idioms The Language of Language Arts: syntax, phonology, homonyms, identifying conflict, prepositional phrases, root words, elements of drama, hero/heroine, mythology The Language of Science: Science related vocabulary, Earth's orbit, and astronomy

May be subject to change and/or modifications based on students' overall level of English language proficiency, students' grade level, and/or students' number of years in Program