

Norwalk Public Schools

High School ESL Curriculum: Level 1



English Language Learner (ELL)

Education Department

2011

Board of Education

Glenn Iannaccone - Chairperson

Jack Chiaramonte – Vice Chairperson

Jody Bishop-Pullan – Vice Chairperson

Susan Hamilton - Secretary

Steve Colarossi

Erin Halsey

Sue Haynie

Heidi Keyes

Migdalia Rivas

~

Susan F. Marks, Ed.D. - Superintendent

Anthony Daddona - Assistant Superintendent

~

Helene Becker, Instructional Specialist

English Language Learner Education Department

Naomi Migliacci, Sociolinguist & Education Consultant

Table of Contents

Board of Education	3
The Me I See.....	7
How We Know What We Know	9
It’s a Small World	11
Surviving the Unexpected	13
Finding My Place	15
What Matters Most	17
APPENDIX A: Standards Connections.....	19
APPENDIX B: Connecticut State Department of Education: English Language Learner Framework	23

ESL Level 1 Curriculum Outline

Core Textbook: *Edge Level Fundamentals* (Unit 1, pp. 2-79)

PACING: Approximately 6 weeks including projects. Suggested time frame: September/October

The Me I See

Essential Question: *Who am I?*

<p>UNIT 1: ALL ABOUT ME</p> <ul style="list-style-type: none"> • Who I am inside school • Who I am outside school • Who I am by myself • Who I am with others • My personality • My biological make-up 	Reading Genres	Fiction and Nonfiction Options: Dialog, drama (play excerpt), short story, poem, magazine article, expository nonfiction, reading a map
	Reading Objective	Understand characters, look into the text (use context), reread and retell (sequencing), visualization
	Vocabulary Objective	Word categories: concept clusters Synonyms and antonyms
	Grammar Objective	Present tense verb “be” Present tense verb “do” and “does” Present tense verb “have” and “has” Subject and predicate (complete sentences) Subject pronouns Question words: who, when, where
	Writing Objective	Write a postcard Write an interview Write a poem Write a response to literature
	Listening & Speaking Objective	Ask for and give information Ask and answer questions Options: Guessing game “Who am I?”, Conduct an interview, Talk about a friend
	Workplace Connection	Learning on the job: Part-time jobs/After school jobs Read about part-time jobs at hbedge.net
	Technology Connection	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Use Google Earth to look up places (Cuba and Georgia) • Read facts and view photos about different countries • Create a timeline in MSWord using SmartArt.
	Suggested Activities	<ul style="list-style-type: none"> • Wall of Fame. Students write on a sentence strip something they have done, someone famous they’ve met, etc. They write their name on the back. Post the strips. Students use sticky notes to guess which classmate the item belongs to. • Collage. Students create a collage about themselves either online or in hard copy. Provide a template/rubric.
	Content & Standards Connections	Language Arts: 1, 2, 3, and 4 Science Standards: Strands IV and V Social Studies: 2 ELL: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.

ESL Level 1 Curriculum Outline

Core Textbook: *Edge Level Fundamentals (Unit 2, pp. 80-157)*

PACING: Approximately 6 weeks including projects. Suggested time frame: October/November

How We Know What We Know

Essential Question: *What makes us wise?*

<p>UNIT 2: WISDOM OF THE AGES</p> <ul style="list-style-type: none"> • How we learn from others • Giving and getting advice • Wisdom of elders • Different kinds of wisdom 	Reading Genres	Fiction and Nonfiction Options: folk tale, web forum, biography, short fiction, memoir, poem
	Reading Objective	Asking questions Understanding characters
	Vocabulary Objective	Word parts: Compound words, suffixes (-ly, -able)
	Grammar Objective	Action verbs, present tense verbs Present progressive verbs, helping verbs Nouns (subject and object pronouns)
	Writing Objective	Advice column Write a response to literature: folk tale Unit Project: Write about proverbs
	Listening & Speaking Objective	Describe actions Express likes and dislikes Express needs and wants
	Workplace Connection	Careers in Education Read about careers in Education at hbedge.net
	Technology Connection	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Use VoiceThread.com to talk about stories, create stories, and use images
	Suggested Activities	<ul style="list-style-type: none"> • Find Your Match. Find proverbs, cut them in half, give half to each student to find their partners. • Rewrite Proverbs. Give students the first half of a proverb and ask them to write complete the proverb in their own words. • Book of Proverbs. Students create a book of proverbs in various languages with English translations.
Content & Standards Connections	Language Arts: 1, 2, 3, and 4 Physical Education: 11, 12 and 14 ELL: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.	

ESL Level 1 Curriculum Outline

Core Textbook: *Edge Level Fundamentals* (Unit 3, pp. 158-239)

PACING: Approximately 6 weeks including projects. Suggested time frame: December/January

It's a Small World

Essential Question: *What makes us the same? What makes us different?*

<p>UNIT 2: GLOBAL VILLAGE</p> <ul style="list-style-type: none"> • How we are the same • How we are different 	<p>Reading Genres</p>	<p>Fiction and Nonfiction Options: expository nonfiction, poem, magazine article, narrative nonfiction, short fiction, song lyrics</p>
	<p>Reading Objective</p>	<p>Determine importance Understanding setting</p>
	<p>Vocabulary Objective</p>	<p>Use word parts: Suffixes –er, –y; Prefixes re–, un–; Compound words</p>
	<p>Grammar Objective</p>	<p>Adjectives (comparison) Possessive nouns and adjectives</p>
	<p>Writing Objective</p>	<p>Descriptive writing</p>
	<p>Listening & Speaking Objective</p>	<p>Describing people and places Making comparisons</p>
	<p>Workplace Connection</p>	<p>“Green” careers Read about environmental jobs at hbedge.net</p>
	<p>Technology Connection</p>	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Check out clip with or without narration: http://www.youtube.com/watch?v=ClvLhNUz3X8&feature=related What the World Eats, Hungry Planet, Nutrition Natalie (students can take notes, discuss foods and nutrition, create their own pictures from their homes) http://www.youtube.com/watch?v=osSpWbmEYF4&feature=related (without narration)
<p>Suggested Activities</p>	<ul style="list-style-type: none"> • Show two video clips from White Nights. One of the tap dancer and the other of the ballet dancer. Students compare and contrast the two dances. (Use with pages 206-209) http://www.youtube.com/watch?v=Dm0kT3wJJGM&feature=related http://www.youtube.com/watch?v=6ZiWI9NoDkw&feature=related • Fashion Show. Students prepare a fashion show. • Suitcase Race. Prepare two teams and two suitcases with the same number of clothing items. Students have a relay race to put on the clothes with the help of half of the team, run across the room to the other half of the team, take off the clothes (always saying the names of the clothes). Continue until all team members have put on and taken off the clothes. 	
<p>Content & Standards Connections</p>	<p>Language Arts: 1, 2, 3, and 4 Social Studies: 1 (1.5), 2, and 3 Math: 4 Health: 1, 2, 3, and 4 Physical Education: 11, 12, and 14 ELL: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>	

ESL Level 1 Curriculum Outline

Core Textbook: *Edge Level Fundamentals* (Unit 4, pp. 240-323)

PACING: Approximately 6 weeks including projects. Suggested time frame: January/February

Surviving the Unexpected

Essential Question: *What does it take to survive?*

<p>UNIT 4: SURVIVAL</p> <ul style="list-style-type: none"> • How we know when to stay and when to quit • How we survive in difficult times 	Reading Genre	Fiction and Nonfiction Options: short story, newspaper article, news feature, magazine article, science article, magazine profile, maps
	Reading Objective	Plan and monitor Literary analysis: Features of fiction and nonfiction
	Vocabulary Objective	Build word knowledge Use a dictionary Multiple meaning words
	Grammar Objective	Regular past tense verbs Irregular past tense verbs Commands Adverbs
	Writing Objective	Write an expository paragraph
	Listening & Speaking Objective	Describe an experience Describe a past event Give and carry out commands
	Workplace Connection	Careers in Public Safety Read about careers in public safety at hbedge.net
	Technology Connection	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Use Google Earth. • Use MapQuest or other means to get directions.
	Suggested Activities	<ul style="list-style-type: none"> • Movie Character Survival. Watch a movie clip or read a story where a character survives. Have students explain how the character survives or doesn't survive. (<i>Cast Away, Blade Runner, Book of Eli, Alive, Into the Wild, Enrique's Journey</i>) • Compare/Contrast. Students compare and contrast surviving in an urban setting vs. surviving in a rural setting (or outback). • ELL Survival Guide. Students create an ELL Survival Guide, using digital cameras or VoiceThread.com. • Hold a MacGyver Contest. Use a video clip to show lateral thinking (thinking outside the box). Use a clip from MacGyver (http://www.youtube.com/watch?v=-ya3aimSkYY&feature=relmfu). • Play Survival Games (find various games online). Lost on the Moon http://neyture.info/teachered/space/moon.html or http://insight.typepad.co.uk/moon_landing.pdf Discovery Survival Zone http://dsc.discovery.com/survival/games/life-death-jungle/life-death-jungle.html Survive a Plan Crash http://www.scoutingweb.com/scoutingweb/subpages/survivalgame.htm
Content & Standards Connections	<p>Language Arts: 1, 2, 3, and 4 Science: Energy in the Earth System Social Studies: 2 ELL: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>	

ESL Level 1 Curriculum Outline

Core Textbook: *Edge Level Fundamentals (Unit 5, pp. 324-405)*

PACING: Approximately 6 weeks including projects. Suggested time frame: March/April

Finding My Place

Essential Question: *How important is it to fit in?*

<p>UNIT 5: FITTING IN</p> <ul style="list-style-type: none"> • How I deal with others • How I try to fit in • How important is it to fit in? • Why is it important to fit in? 	<p>Reading Genres</p>	<p>Fiction and Nonfiction Options: graph, short story, fable, opinion speeches, scientific article, photo essay, poetry</p>
	<p>Reading Objective</p>	<p>Make connections Fact and opinion Compare/contrast</p>
	<p>Vocabulary Objective</p>	<p>Use context clues</p>
	<p>Grammar Objective</p>	<p>Future tense verbs Prepositions Subject and object pronouns</p>
	<p>Writing Objective</p>	<p>Write a fact and opinion paragraph</p>
	<p>Listening & Speaking Objective</p>	<p>Express intentions Express opinions Express ideas and feelings</p>
	<p>Workplace Connection</p>	<p>Careers in Technology Read about technology careers in hbedge.net workshops</p>
	<p>Technology</p>	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Learn about Japan. In small groups, students use the “Explore Japan” section at hbedge.net to choose a subcategory. Create a powerpoint and present the information to the class. • Watch a video about teen volunteers and explore summer jobs for teens (p. 348). Use future tense. • Visit YouTube site (GenkiJapan.net), for example, http://www.youtube.com/watch?v=IWR1Ziynt8g to learn about Japanese language.
	<p>Suggested Activities</p>	<ul style="list-style-type: none"> • Online reading. Students choose an article on hbedge.net--Teen Ink website—on fitting in. Students join the discussion. Can be done in pairs or groups. • Cartoon. Students warm up to the topic by discussing the penguin cartoon at hbedge.net. • Scavenger Hunt About Gary Soto. Teacher prepares a scavenger hunt from the Gary Soto website on hbedge.net • Posters About Other Countries. Students use hbedge.net World Fact Book) to find information about other countries and create a poster. Students prepare a presentation. • Students use sign language (hbedge.net).
<p>Content & Standards Connections</p>	<p>Language Arts: 1, 2, 3, and 4 Science: Strand IV: Cell Chemistry and Biotechnology 10.1 Math: 2, 4 ELL: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>	

ESL Level 1 Curriculum Outline

Core Textbook: *Edge Level Fundamentals (Unit 6, pp. 406-501)*

PACING: Approximately 6 weeks including projects. Suggested time frame: May/June

What Matters Most

Essential Question: *What is most important in life?*

<p>UNIT 6: WHAT MATTERS MOST</p> <ul style="list-style-type: none"> • What matters to me • How my attitude affects me 	Reading Genres	Fiction and Non-fiction Options: play, memoir, short story, article, non-fiction, poem, graph
	Reading Objective	Make inferences Analyze plot and setting
	Vocabulary Objective	Interpret figurative language
	Grammar Objective	Sentence types: complete sentences, compound sentences, complex sentences
	Writing Objective	Write a personal narrative
	Listening & Speaking Objective	Give and follow directions Engage in discussion Retell a story
	Workplace Connection	Careers in Finance Read about finance careers in hbedge.net workshops
	Technology Connection	<ul style="list-style-type: none"> • Use the resources at: www.hbedge.net (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups) • Academy of Achievement. From p. 409, (reading about a successful person and hbedge.net) read to explore information about various people on the website. Chose at least one person you admire, and learn about the qualities of success. Students prepare (with a template) a monologue of what they hope to achieve and the character traits they have, using an example of one of the people they have read about. Videotape the students and put on a class website or on the computer.
	Suggested Activities	<ul style="list-style-type: none"> • Take the Quiz. Share with the class (hbedge.net). • Find information about grading and scholarships (p. 442). • Make a Timeline. Using the example of O. Henry, students create a timeline of their own lives (hbedge.net). • Extra Credit Reading. Students read another story by O. Henry (hbedge.net). • Word Wall. Throughout the unit, students create an illustrated word wall of character traits that promote success (i.e., integrity, honesty); can include antonyms. • Play/Reader’s Theater. Students act out “The Gift of the Magi.” http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-121310-MagiPlay.pdf • Career Project. Students choose a career from one of the workshops on hbedge.net, or a career of their choice. Students research the salary structure and availability of jobs in CT.
Content & Standards Connections	<p>Language Arts: 1, 2, 3, and 4 Math: 2, 4 The Arts: Theater ELL: 1.1.1., 1.1.2., 2.1.1., 2.1.2., 2.1.3., 2.2.1., 2.2.2., 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>	

APPENDIX A: Standards Connections

Language Arts

Standard 1: Reading and Responding

Students will read and respond in individual, literal, critical, and evaluative ways to literary, information, and persuasive texts.

Standard 2: Producing Texts (Writing)

Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Standard 3: Applying Standard English

Students will apply the conventions of standard English language in oral and written communication.

Standard 4: Exploring and Responding to Literature

Students will use language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

Health

Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Standard 2: Accessing Health Information

Students will demonstrate the ability to access valid health information and products and services to enhance health.

Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Science

Strand IV: Cell Chemistry and Biotechnology

10.1 Fundamental life processes depend on the physical structure and the chemical activities of the cell.

Strand V: Genetics, Evolution, and Biodiversity

10.4. In sexually reproducing organisms, each offspring contains a mix of characteristics inherited from both parents.

High School Enrichment Science: Energy in the Earth System

Climate is the long-term average of a region's weather and depends on many factors.

Social Studies

- 1 Content Knowledge
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.
 - 1.5 Describe the interactions of humans and the environment.
- 1 History/Social Studies Literacy Skills
Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
- 3 Application
Civic competence in addressing historical issues and current problems requires the use of information, skills, and empathic awareness.

The Arts

Theatre

- 1. Creating:** Students will create theatre through improvising, writing and refining scripts.
- 2. Acting:** Students will act by developing, communicating and sustaining characters.
- 3. Technical Production:** Students will design and produce the technical elements of theatre through artistic interpretation and execution.
- 4. Directing:** Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.
- 5. Researching and Interpreting:** Students will research, evaluate and apply cultural and historical information to make artistic choices.
- 6. Connections:** Students will make connections between theatre, other disciplines and daily life.
- 7. Analysis, Criticism and Meaning:** Students will analyze, critique and construct meanings from works of theatre.
- 8. History and Cultures:** Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods.

Mathematics

- 2 Numerical and Proportional Reasoning
Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.
- 4 Working with Data: Probability and Statistics

Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.

Physical Education

Standard 11: Engaging in Physical Activity

Students will participate regularly in physical activity.

Standard 12: Physical Fitness

Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

Standard 14: Benefits of Physical Activity

Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

APPENDIX B: Connecticut State Department of Education: English Language Learner Framework