



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

**CONTENT AREA(S):** English as a Second Language (ESL)  
**COURSE/GRADE LEVEL(S):** K - 12

### I. Course Overview

The ESL K-12 Curriculum has been developed with the needs of our district in mind. The foundation of this curriculum is based on the model curriculum (<http://www.nj.gov/education/modelcurriculum>) and the principles of the WIDA Consortium ([www.wida.us](http://www.wida.us)).

Our district program is the pull-out model and, whenever possible, students are grouped according to clusters. The current clusters designed by WIDA are: K, 1, 2-3, 4-5, 6-8, 9-12. In most cases, students will be grouped in ESL classes by clusters, but occasionally, clusters will overlap as there might be a first grader with a third grader. In this case the teacher will adapt the curriculum, and provide differentiated instruction befitting each grade level. Additionally, in the case of same students progressing through the various grades in the same cluster, the teacher will address knowledge and skills with new themes, activities, and materials. For example, within the cluster for grades 4 and 5, one year the “Changes” unit may cover the environmental changes caused by volcanoes while the following year environmental changes may focus on those caused by glaciers. The 5th graders, promoted from the previous year, will thereby have the opportunity to expand vocabulary and skills while still in keeping with the clustered curriculum.

Differentiated instruction will also take place as per English language proficiency level, ranging from entering to bridging (see Appendix # 3). Language functions, supports, and scaffolds have been identified in the curriculum and related appendices to assist the teacher in using them when preparing lessons.

The curriculum is aligned to the 5 WIDA ELD Standards (See Appendix # 1) and provides opportunities to develop language acquisition across the four domains of listening, speaking, reading, and writing. With the understanding that academic language is present across the standards, we have also aligned the curriculum with themes and concepts of each grade level in order to develop that academic language. For example, in our district on grade levels four and five, changes in the earth and changes in matter and energy are studied in Science. Our ESL unit, entitled “Changes” provides the English learner the opportunity to learn the academic language - the vocabulary, grammar forms and conventions and linguistic complexity (see Appendix #2) associated with that topic. The unit is not limited to those changes. At the cluster level of grades 4 and 5, it encompasses such topics as changes in government, uses of figurative language to change perspectives and changing passive to active voice to make word problems in mathematics more comprehensible. Other thematic units similarly address the language needs and content vocabulary of grade levels.

“Beginning: New Community” will be the unit used to start the year at all grade level clusters. After that, the ESL teacher will begin the year with the unit (s)he deems most appropriate according to the needs of the students. (S)he could start with “Immigration” and design the lessons needed from that unit plan. As the year goes on, through communication with the subject area teachers, (s)he would present the part of the unit/curriculum that relates to the subject that is being taught. For example, if it is January and the high school social studies class is learning about civil rights, the ESL teacher would provide the “language of civil rights” by

working from the “Challenges” Unit. In that unit, the teacher has resources for adaptive texts, biographies about civil rights leaders and the performance tasks required to develop and assess the concept.

## II. Standards

As per N.J.A.C. 6A:15, our English as a second language (ESL) program provides a daily developmental second-language instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. Our ESL Curricula is aligned with:

### WIDA: The English Language Development Standards

Standard	Standard	Abbreviation
ELD Standard 1	English language learners <b>communicate</b> for <b>Social and Instructional</b> purposes within the school setting	Social and Instructional language
ELD Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
ELD Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
ELD Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
ELD Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

It addresses the language and linguistic needs of our students at all levels in keeping with:

### WIDA: The Features of Academic Language in the Standards

Performance Criteria	Performance Criteria	Features
Discourse Level	Linguistic Complexity (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	Types and variety of grammatical language forms to purpose/perspective

Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations
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The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the register, genre/text type, topic, task/situation, and the participants' identities and social roles.

Additional information is found in the appendices provided in conjunction with our overall curricula.

#### IV. Essential Questions

All units address:

- What language do we need to engage in and comprehend the topic and theme of the unit?
- What comprehension and/or communication strategies do I use when I don't know all the words that I hear, read, need to say?

Additional specific essential questions are listed below.

#### Beginning: New Community

Kindergarten

- What is the best way to enhance language and social development?
- What aspects of school life are important to learn?
- What is the best way for me to learn?

Gr 1

- How do young students learn best in a new environment?
- How can technology best be implemented in first grade?

Gr 2-3

- What can we learn from new experiences and how can that help prepare us for the future?
- What are the best ways to use technology in the classroom?

Gr 4-5

- How will technology affect the way we learn?
- How and what do we do to adapt to our new situation?

Gr 6-8

- Why is technology essential to the overall academic and social success of a student?
- How does utilizing school vocabulary and learning about routines facilitate success?

Gr 9-12

- Why is technology essential to the overall academic and social success of a student?
- How does utilizing school vocabulary and learning about routines facilitate success?
- Why is it important for high school students to take advantage of different programs offered them?

#### Changes

Kindergarten

- How does the way animals change support their ability to survive?

Gr 1

- How do children, animals and things change and/or grow?
- What kinds of experiences are a result of change?

Gr 2-3

- What are different kinds of changes and how are they related?

- What would happen without change?

Gr 4-5

- How do persons and things, both living and nonliving experience change?
- What are some of the positive and negative results of change?

Gr 6-8

- How has technology made our lives easier? How has it made our lives more difficult? More stressful? More demanding?
- How do we perceive the results of change? Do we have any control over it?

Gr 9-12

- How do students judge the value of technology from a political, moral, ethical and societal viewpoint?
- What changes can I control and how? What changes are outside my control?

## **Immigration: Our Place in the World**

Kindergarten

- What is special about me, my family, and the people in my neighborhood/classroom/school?
- How do we demonstrate respect, tolerance, consideration and kindness?

Gr 1

- What regions do people come from? Why are their traditions important?
- How is my family and culture unique?

Gr 2-3

- What have immigrants contributed to our society?
- Why have immigrants come to America?

Gr 4-5

- How have immigrants made a difference?
- How do people weigh the advantages and disadvantages of immigrating?

Gr 6-8

- How has immigration affected the development of America as a nation?
- What are some of the experiences different groups of immigrants have?

Gr 9-12

- How does immigration in one country affect those in neighboring areas and around the world?
- How does the way one culture perceives immigration affect its acceptance of immigrants?
- What is the difference between tolerance and respect?

## **Challenges**

Kindergarten

- Why do young learners struggle with the challenges of informational text?
- What challenges are faced by the animal kingdom, the earth and the environment?

Gr 1

- How does a person successfully face challenges?
- What challenges does a first grader face?
- What challenges are presented by the animal kingdom and the forces of nature?

Gr 2-3

- How do we overcome challenges?
- What challenges are presented by nature?

Gr 4-5

- What are some examples of how people have faced and overcome challenges?
- How do we face and deal with challenges?

Gr 6-8

- What are my choices when faced with a challenge?
- What kinds of challenges do people in underdeveloped parts of the world face? What can we do to support them?

Gr 9-12

- What kinds of changes are a result of challenging the “status quo?”
- How do I decide to face my challenges? What kinds of consequences will result from my actions?

### Words of Wisdom

#### Kindergarten

- What do good readers do every time they read?
- How do good readers make sense of a text?

#### Gr 1

- What learning strategies can I use when I do not understand the meaning of a word?
- What do readers need to do to become more skilled and increase their reading stamina?

#### Gr 2-3

- How does literature and informational text express one’s hopes, dreams and ideas?
- How do I get the gist of what is being written or said? What comprehension strategies do I need to use?

#### Gr 4-5

- What is fiction?
- Why is vocabulary, which includes polysemous words, nuances, technical and content specific words, so important in understanding literature?

#### Gr 6-8

- What comprehension strategies do I use when I don’t know all the words that I hear and read? What are the key elements I need to learn?
- What do we need to know about the historical/social/cultural context of nonfiction in order to understand it?

#### Gr 9-12

- What comprehension strategies do I need to use in order to understand all of the elements of a short story?
- How does literature increase awareness of the similarities and differences between people and cultures?

### V. Key Performance and Benchmark Tasks

- provided with applicable scaffolds in mind to address varying language skills,
- presented in ELP order from Beginning to Bridging.

#### Beginning: New Community

##### Kindergarten

- At the beginning of each month the Kindergarten students make the classroom calendar. The month is put up and the teacher takes all of the numbers down. She gives each student 4 or 5 numbers and asks, “Who has the number one?” Response is “I do.” “Thank you.” “You are welcome.” “Who has the number that comes after one?” etc. This is done as a whole class activity to build confidence. Smartboard is an option.
- Students work in pairs to ask and answer questions about what they learned that day in school. L1 as needed.
- Students listen to story read by teacher and draws the sequence of events, with prompting as needed.

##### Gr 1

- Sort pictures of different school and home articles into groups and ask a classmate to identify each article for you. ( eg things in the classroom, things in the park, things in a store, etc.)
- Listen to stories about fictional animals, “The Rabbit and the Turnip” (for example) and discuss with a partner how kind the animals were to each other. Draw a picture of yourself being kind to a classmate. Talk about that picture with your classmate
- Make a poster with a series of pictures that indicate what to do and what not to do when using a computer or tablet. Write a caption or short sentence under each picture.

##### Gr 2-3

- Point to the word that matches the picture of the fire scene (i.e. Oxford Dictionary p. 72). Copy the word into your student device or notebook with a picture. Continue adding words and phrases with illustrations to your personal dictionary
- Discuss a new experience you had (using the computer, riding a bike, coming to school on day one) with a friend and compare and contrast both of your experiences.
- Draw a series of pictures that shows how you can stay safe in a given situation( eg, working on the internet, staying away from strangers, getting out of a fire.). Write a sentence under each pictures and use transitional words to indicate sequence

#### Gr 4-5

- Draw a poster depicting fire safety and prevention. Use vocabulary from the Oxford Picture Dictionary for Kids and label the words.
- Working in pairs, with a graphic organizer, compare and contrast your experiences in different schools/cultures/classes. With sentence starters as needed, write a cohesive paragraph. Choose a program to publish it.
- Students will be given topics to research (eg: internet safety, maintaining privacy, cyberbullying). They will create a powerpoint and present it to the class.

#### Gr 6-8

- Using icons, pictures and illustrations, recreate your schedule so that it is comprehensible and you can follow it.
- Create a list of your subjects and what you will learn in each class. Share your schedule and what you will do in each class with a partner.
- Write a personal narrative documenting your personal learning goals for the year, both in and out of school.

#### Gr 9-12

- Students will create a series of pictures, cartoons, or clip art that portrays their first experiences in school. With words and short phrases they will write about those experiences.
- Examine pictures and read short sentences about social norms in different countries (i.e. manners at dinner, greetings, personal space, male/female roles etc). Use a venn diagram to compare and contrast them, with sentence starters as needed.
- Students will work with a partner to discuss school rules on plagiarism, piracy, copyrights, using illustration found on the internet. Then discuss the findings with a small group.
- Students will debate the positive and negative effects of social media and the need for safety guidelines within the school and society.

### Changes

#### Kindergarten

- Match pictures of baby animals to the full grown animal. Discuss your work with a partner in L1 or short words and phrases.
- Sequence the life cycle of a frog. Match the label to the drawing. Explain to a small group what you did.
- Work with a partner and record your height. Place it on the chart in the class. Using words like tall, taller and tallest, describe where the students are on the chart.

#### Gr 1

- In pairs, match pictures of baby animals to adult animal and name them.
- Create a picture illustrating the life cycle of a butterfly or frog. Write a caption for each stage.
- Listen to a story about a change in a family situation. Retell the story in words and pictures, including short sentences if possible and present your work in a small group.

#### Gr 2-3

- In pairs, place numbers on a place value chart and write the numbers in words. On a number line arrange them in order from the smallest to the largest
- Compare and contrast two fables read in class using a Venn diagram to indicate the similarities and differences. Use sentence frames and starters to develop a paragraph

- Create an experiment illustrating change, recording results in a log, using scientific language, and presenting the information in a powerpoint presentation or similar.

Gr 4-5

- Using the internet, find pictures or watch a video of the earth changing via erosion, volcanic activity, earthquakes etc and sequence those pictures to show the order in which things change. Include short phrases, or simple sentences or native language to explain each of the pictures.
- Conduct an experiment to illustrate the difference between physical and chemical changes. Record your responses using the words on the word wall.
- After reading an adaptive text, such as the *Bravest Blacksmith*, decide which side you will support during the Revolutionary War. Write a persuasive argument to convince a friend to join up with your side. If possible, debate the issue.

Gr 6-8

- Using the internet, or other media find pictures that represent changes and sequence those pictures to show the order in which things change. Add short phrases or use L1 to increase comprehension.
- Make a timeline to create a pictorial representation of vocabulary related to the advancement in technology . Explain your timeline to a small group.
- After reading a text, make a connection to the story and write a personal narrative explaining a change. Read your narrative to other students.
- Use technology to find information about a natural disaster that precipitated change (a volcanic eruption, an earthquake, a tsunami) and create a slideshow or poster to present to the class. Anticipate and answer questions.

Gr 9-12

- Using the internet, find pictures or watch a video of the earth changing via erosion, volcanic activity, earthquakes etc. Sequence those pictures to show the order in which things change.
- Create a chart to illustrate various physical and chemical changes occurring on the earth. Record your responses using dictionaries and the internet. Present your findings to the class in a poster, essay or powerpoint presentation.
- After reading an adaptive text about the effects of technology on society, decide which side you will support. Write a persuasive argument to convince the class of your position. If possible, debate the issue.
- Create an anticipation guide for your classmates to assess their knowledge of a given topic, climate change for example.. Prepare a powerpoint, based on your research comparing and contrasting different scientific opinions on climate change and analyze the results with your classmates.

### **Immigration: Our Place in the World**

Kindergarten

- Draw a picture of themselves and their families. Identify the persons in the picture to a partner, in native language or using a page from the Picture dictionary as a scaffold
- Draw a picture of themselves doing what they like to do and wearing clothes they like to wear. Share the information with a small group. Encourage students to ask and answer questions about the picture.
- Draw a map of their house or their neighborhood. Put the community workers in the picture, doing their jobs. Explain what each one does and how they help us.

Gr 1

- Create a classroom mural that depicts the different places the students' families have come from. Each student will complete a short sentence or fill in a cloze sentence frame, adding pictures, illustrations and photographs.
- Draw pictures of the Mayflower/Plymouth Rock and describe in words or pictures the hardships the Pilgrims faced.
- Discuss your family's traditions and culture with a partner. Use a graphic organizer to compare and contrast them and write a few short sentences or phrases about what you have learned. Use sentence starters if needed.

Gr 2-3

- With a series of pictures or short phrases/captions illustrate the Pilgrims Voyage to America or Life at Plymouth Rock that first winter. Present your story to a small group.
- Use a graphic organizer to compare and contrast your family's culture and traditions with the mainstream culture. Topics could include but are not limited to music, dance, food, language, clothing.
- Choose to read an adaptive text or short story about an immigrant who made a contribution to America. Using a computer based story program, write and illustrate that person's life story and contribution

## Gr 4-5

- Based on information from family members and other resources including the internet, create a podcast that tells the story of your family's immigration and their life here in America. Support the podcast with personal photos, pictures, clip art and other visuals. Use sentence frames as needed.
- Create a list of recent immigrants who have had an effect on technology. Use a timeline as needed.(eg. Sergey Brin a Russian immigrant who co-founded GOOGLE). Post your accomplishments in an online format or poster board.
- Choose a piece of historical fiction that explains why the Pilgrims came to America and shows the hardships they encountered. Identify those elements that classify it as historical fiction and compare it to a piece of nonfiction. Use a graphic organizer to get started.

## Gr 6-8

- Use a timeline to create a pictorial representation of vocabulary related to the American immigrant experience. Explain your timeline to a small partner
- Create a list of groups that have come to America. Organize them by their predominant reason for coming. Chart their arrival on a timeline.
- Write a personal narrative documenting your experiences as an immigrant (or an experience of a family member, friend, character in a book). With a few classmates create a podcast.
- Use technology to find information about a recent group that left their homeland for political reasons. Explain the difficulties they faced in leaving their own country, travelling to a new country and adapting to their new surroundings. Present your findings to the group.

## Gr 9-12

- Choose a group of immigrants and using technological and print resources describe their journey from the homeland to another country. Use a timeline, label their mode of transportation, draw pictures of their new country and portray some of their first experiences or impressions
- Using the internet, students could take a virtual trip to Ellis Island and take photos and notes about what they see there. They would answer a series of questions about the Ellis Island experience.
- Study a group that is currently migrating from their homeland in search of asylum. Explain their reasons for seeking asylum and what they expect to find in their country. Do you think they will find it?
- Define tolerance and respect. How are those 2 words related? Are there immigrant groups that are tolerated and others that are respected? Do some research and prepare a short powerpoint supporting your findings.

**Challenges**

## Kindergarten

- Students work in pairs to identify numbers, sounds and letters, using L1 and partner support.
- Students listen to an article, supplemented with illustrations about the difficulties animal face everyday and recreate it in words, gestures and pictures
- Students draw a picture of their daily routine from waking up to going to bed, sequence them, and explain them to a small group.

## Gr 1

- Draw pictures or create a series of cartoons that illustrate the child overcoming a challenge.
- Discuss being a friend and having a friend with a partner.
- Match predators to prey to illustrate knowledge of the challenges in the animal world, and write sentences with appropriate sentence starters.

## Gr 2-3



- Write words and short phrases or draw pictures that describe the forces of nature and the resulting challenge to those affected.
- Write simple sentences about people who were challenged. Add illustrations as needed .
- Explain in a number of sentences, or a short paragraph, the challenges a historical figure faced and how he or she met that challenge. Write your verbs in the past tense.

## Gr 4-5

- Create a poster with the different kinds of challenges and use illustrations to indicate how they were met. You could include a historical figure, a mythological creature, a family member, animals in the wild, etc.
- Create an enhanced timeline with the explorers and their accomplishments. Add in, with pictures, short phrases, the difficulties they faced and what the outcomes were.
- Student discuss in pairs a situation where they were challenged, consider the options, choose one and explain their reasoning. Use illustrations to enhance comprehension.
- Using appropriate conventions of standard English, write a personal narrative about yourself or a family member faced with a challenge, or write about a hero/heroine who faced a challenge in the course of history.

## Gr 6-8

- With a venn diagram or other graphic organizer and illustrations, categorize, compare/contrast different ways individuals dealt with challenges (i.e. Malcolm X vs. Martin Luther King, etc.).
- Discuss in pairs ways to recognize that a friend or classmate is facing a challenge. Make a list of ideas on how to reach out to him/her. Share your responses with another pair.
- Explain in writing a governmental, scientific or mathematical challenge that was faced and the consequences (i.e. how governments face a health crisis or a surge in population, or why governments are overthrown, etc.). Use an outline to organize your ideas.

## Gr 9-12

- Choose a historical event that depicts challenges that changed society. (ie. Ghandi in India) and plot the events on a timeline. Add pictures/illustrations/ information from the internet. Share your work with a partner.
- Identify a challenge faced outside of the USA. ( a drought causing starvation, a hurricane destroying a country too poor to rebuild, etc.) Write short sentences describing the challenge and brainstorm ways to help.
- Choose to debate the ethical and moral challenges of technology. Decide on a graphic organizer and list your ideas. Discuss them with your team and prepare a short debate.
- Identify the challenges a given character faces in a piece of fiction. Compare and contrast them to challenges you face in life. Write 3 coherent paragraphs that express your ideas.

**Words of Wisdom**

## Kindergarten

- Students listen to a story that is acted out by the teacher with props or realia. Teacher asks Yes/No questions. Student responds.
- Students listen to a story and recount what happened to a partner. Partner draws what he/she said.
- Students sequence the events in an informational article of a process (eg. volcanic eruption,), using pictures and words from a word wall.

## Gr 1

- Use puppets or stick figures to act out a story that was read.
- Summarize a story in pictures and explain it to a partner
- Make a connection between yourself and a character in a story. Describe that connection using illustrations, labels, and short phrases. Explain that connection to small group, or using a drawing program, invite the class to view your work.

## Gr 2-3

- Using a graphic organizer, match the characters to the correct fable/folktale/ fairy tale
- After listening to the story, act it out in small groups. Use props as needed.

- Write a digital fairy tale or folktale, incorporating the characteristics of the chosen genre. Hold a discussion afterwards and answer questions from the audience.

## Gr 4-5

- Listen to a fictional story supported with illustrations or an online video and draw pictures of what happened in the story
- Read an adapted text and retell the story using short sentences/or paragraphs. Share your story with a partner.
- Read a piece of historical fiction. Identify the time period and research events that took place in that time period. Use those events to explain elements of the story ( eg. **King of the Cornfield** is a piece of historical fiction that deals with the orphans who were sent out of New York to live on farms in the midwest. The conditions in the city of New York at the time explain why this solution was ever considered.)

## Gr 6-8

- Use a timeline to recreate the information in a historical piece of nonfiction. Add illustrations, drawings and photos as needed.
- Read an adapted text of a biography of your choice. Using a digital tool, summarize that person's life and be prepared to answer your classmates questions about him/her.
- Take a stand on a political, scientific or environmental issue. Research your topic and write a persuasive essay convincing your classmates to agree with your point of view.

## Gr 9-12

- Use a venn diagram to compare and contrast the two main characters. Add illustrations as needed to describe them.
- Use a tablet or ipad to create different frayer models to help you understand new vocabulary words. Share your work in a small group and listen to others. Share your work digitally so that everyone has a folder of new vocabulary words and meanings.
- Read an adapted text of two short stories, from different countries. Choose a graphic organizer and compare and contrast the two stories, making reference to all of the elements. Once you have the information on the organizer write a few well developed paragraphs, and provide examples.
- Read various synopses of different short stories. Choose to read the one that resonates for you. When you are done, create a powerpoint or use another digital to to express why you chose that story and how it connects to something in your life.

**Required Evaluations and/or Assessments**

- Home Language Survey
- Teacher Evaluation including classroom teacher(s) input
- Review of home language speaking, reading, writing abilities (as appropriate)
- Interview and assessment for ESL program entry, i.e. W-APT, WIDA Model
- Benchmark evaluation mid-year
- ACCESS in Spring

**Additional Tasks and informal assessments may include, but are not limited to:**

- Quizzes and Teacher observations
- Partner activities, i.e. interviews, greetings, scripted dialogues and spontaneous conversations related to unit theme, etc.
- Student participation , drawings, TPR actions
- Answer/ask oral questions related to the unit theme
- Responses to listening and reading comprehension activities
- Knowledge/Info gap activities
- Reading, creating, and listening to weather forecasts, sportscasts
- Produce/elicit sentences using picture cues, schedules, realia
- Predict what happens next

Other:

- Drawing and/or matching pictures to descriptions and eliciting sentences from same
- Creating and reading a passport
- Identify countries on a map
- Role-playing
- Reading and listening comprehension activities
- Student presentations and written responses
- Complete a Venn Diagram with appropriate descriptions
- Fill in missing words of songs
- Predict / Design / Build according to oral/written descriptions

**VI. Units of Study** (with related age- and content-appropriate materials per grade cluster)

1. **Beginning: New Community**
2. **Changes**
3. **Immigration: Our Place in the World**
4. **Challenges**
5. **Words of Wisdom**

**Pacing Guide (allowing for state-mandated testing, etc.):**

Unit Number	Content - Unit of Study (per grade cluster)	Suggested Allotment of Time
1	<b>Beginning: New Community</b>	2 - 4 weeks
2	<b>Changes</b>	6 - 8 weeks
3	<b>Immigration: Our Place in the World</b>	6 - 8 weeks
4	<b>Challenges</b>	6 - 8 weeks
5	<b>Words of Wisdom</b>	6 - 8 weeks

**VII. Instructional Materials include, but are not limited to:**

- SmartBoard with applications and lessons
- Teacher-generated SmartBoard and PowerPoint presentations
- Various teacher-created worksheets
- Flashcards/picture prompts
- Authentic readings, age- and level-appropriate from online resources
- Schoology and Language Lab (CHS); Google Classroom and Chromebooks
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; Yabla; languagesonline; wordreference.com; RAZ; etc.
- Books and Scholastic materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, toys, etc. related to thematic units
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc.
- Online websites for research (vary per cluster and level)
- Chromebook activities and labs; videos and online activities
- Specific materials further detailed in Unit Plans for each curriculum cluster, examples include:
  - Scott Foresman ESL Texts
  - Spotlight (Santillana)

- o Informational texts
- o Saddleback Educational Publishing (i.e. WWII, Globalization, etc.)
- o Land, People, Nation ( Pearson)
- o Reading A to Z

Adhering to the philosophy that students learn a language by using it, practice itself is a key instructional tool.

Additional materials may include but are not limited to:

1. Word-to-Word Dictionaries
2. Use of objects, gestures and pictures to convey meaning
3. Thematic presentation of vocabulary and language
4. Varied activities to maintain student focus
5. TPR / TPRS; Storytelling
6. Role-Play and Cooperative Practice with two or more students
7. Use of CDs, videos, and realia
8. Spontaneous task-based communication, rehearsed dialogues, projects, and songs
9. Partner activities and dialogues
10. Teacher- and student-directed questions
11. Use of picture clues to elicit vocabulary, sentences, etc. in written and spoken form
12. Descriptions using picture prompts
13. Identification of specific items
14. Use of graphic organizers

*Revision Date: June 2016*