

New Jersey Quality Single Accountability Continuum (NJQSAC)

This Curriculum Map is a model for content, skills, and pacing. Teachers will adapt the map in light of students' prior knowledge.

Department: World Languages		Course Title Advanced ESL Reading and Writing
	Unit 1, September	Unit 2, October
Essential Question(s):	<p>What tells the meaning of the whole paragraph? Can the main idea be stated in one sentence or more than one sentence? What goes with or supports the main idea? Is it necessary to have a main idea sentence in a paragraph? If not, how can you figure out the main idea? Is it critical to distinguish between FACT and OPINION? What does objective mean? What does subjective mean? Is FACT objective or subjective? Is OPINION objective or subjective? What does drawing a conclusion mean? How do we draw conclusions from what we read? What are the three basic parts that make up a paragraph? What is the purpose of a topic sentence? What is the purpose of developing sentences? What is the purpose of a conclusion statement?</p>	<p>Can a short essay also be called a composition? How many words do you think make up a short essay? How many parts make up a short essay? What are these parts called? What do the concepts of unity and coherence mean to you? What do repetition and transition mean? What is the purpose of a topic or introductory paragraph? What is the purpose of developing paragraphs? What is the purpose of a concluding paragraph? What is the difference between a strong and a weak topic sentence? What is another term for topic sentence? What is another term for telling a story? What does fiction mean? What does non-fiction mean? What does chronological mean? Is it important to tell events in chronological order? What is a time line? Why is it important to have a purpose when writing a story? What are some words that demonstrate time sequence? What is direct speech? What are the five basic questions asked in order to gather information?</p>
Content	<ul style="list-style-type: none"> ● Main Idea/Details ● Fact and Opinion ● Drawing Conclusions ● Paragraph Formation 	<ul style="list-style-type: none"> ● The short essay and its components ● The narrative and its components
Skills:	<ul style="list-style-type: none"> ● Listening: teacher directed questions, oral questions, and explanations on content material ● Reading of content material, worksheets, and paragraph-by-students to class 	<ul style="list-style-type: none"> ● Listening: teacher directed questions and explanations on content material ● Reading of content material, worksheets, and reading of short essay and narrative by students to class

	<ul style="list-style-type: none"> ● Writing: note taking from board; construction of sentences containing main idea, details, fact, and opinion; formation of paragraphs ● Speaking: class discussion and individual answers on content material; answering teacher prepared questions 	<ul style="list-style-type: none"> ● Writing: note-taking from board, writing a short essay, and writing a narrative ● Speaking: class discussion on content material, individual responses, and answering teacher prepared questions
Standards/Benchmarks	<ul style="list-style-type: none"> ● *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, .3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7 	<ul style="list-style-type: none"> ● *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, .3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7
Assessments/Resources	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Question and Answer Assessment ● Notebook Check ● Quizzes and Tests ● Bergen Record, Silver Burdett & Ginn worksheets 	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Notebook Check ● Question and Answer Assessment ● Grading of short essay and narrative ● Teacher prepared notes

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Department: World Languages		Course Title Advanced ESL Reading and Writing
	Unit 3, November	Unit 4, December
Essential Question(s):	<p>What is the main idea? What are the important details and inferences in this selection? What words are unfamiliar to you? What conclusions can be drawn after reading the selection? What predictions can be made about future events after having read the selection?</p>	<p>What is the meaning of "to persuade?" What is the goal of writing a persuasive essay? What is needed to build arguments in a persuasive essay? Are logic and emotions necessary to convince the reader of your position? Is it necessary to present both sides of an argument? Must you footnote information obtained from books, periodicals, and interviews? Do you need to make a bibliography?</p>
Content	<ul style="list-style-type: none"> ● John F. Kennedy: Naval Hero ● Martin Luther King, Jr: Civil Rights Leader ● Mahalia Jackson: Gospel Singer ● Benjamin Banneker: Surveyor ● Dr. Seuss: Comic Artist ● Walt Disney: Moviemaker ● Trini Lopez: Singer ● Grandma Moses: Painter 	<ul style="list-style-type: none"> ● The Persuasive Essay ● How to gather information ● Aspects of logic (faulty and sound) versus emotion ● Vocabulary, punctuation, and usage ● Citation punctuation and style ● Organizing information ● Pre-writing (zero draft), rough and final drafts ● Peer editing
Skills:	<ul style="list-style-type: none"> ● Listening: teacher reading aloud to class and individual students reading aloud ● Reading: silent and individual reading ● Writing: student note-taking from board, student journals, student compositions, written answers to multiple choice and opinion based questions ● Speaking: class discussions on themes presented 	<ul style="list-style-type: none"> ● Listening: teacher directed questions and explanations on content material ● Reading of content material, worksheets, peer editing, and presentation of final draft ● Writing: note-taking, rough and final drafts, and peer editing ● Speaking: class discussions on content material, individual responses, peer editing, responses to teacher prepared questions
Standards/Benchmarks	<ul style="list-style-type: none"> ● *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7 	<ul style="list-style-type: none"> ● *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7
Assessments/Resources	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Notebook Check 	<ul style="list-style-type: none"> ● Review Homework ● Written Work: rough and final drafts ● Notebook Check

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| | <ul style="list-style-type: none">• Quizzes and Tests• Text: Modern Short Biographies | <ul style="list-style-type: none">• Presentation of essay to class• Teacher prepared notes and worksheets |
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Department: World Languages		Course Title Advanced ESL Reading and Writing
	Unit 5, January	Unit 6, February
Essential Question(s):	<p>What is the author's purpose and main idea? Can you identify any inferences? What is meant by the following: flashback, foreshadowing, irony, mood, narrator, stereotype, symbol, allude to, and climax? What are the three main forms of poetry introduced in this book? What is a simile and a metaphor? What are some examples of poetry that you can find in your daily life? What is folk literature? What fairy tale characters can you think of? What are myths, folk tales, parables, fables, folk songs, and legends?</p>	<p>What is the purpose of writing a descriptive essay? What two kinds of details should be used in a descriptive essay? Should you describe everything about a subject or should you choose one single impression or idea and have all your details focus on that? Should you make a list of details and why? What are our five senses, and should you use these five senses when describing the subject? What is spatial order? Is spatial order a good technique to use when describing the subject and why? What are the most commonly used words when expressing thoughts in spatial order? What is the importance of good sentence structure?</p>
Content	<ul style="list-style-type: none"> Reading: Skills, Fiction, Poetry, Folk Literature 	<ul style="list-style-type: none"> The Descriptive Essay: objective and subjective details, organization, vocabulary, punctuation, rough draft, final draft, and presentation of essay
Skills:	<ul style="list-style-type: none"> Listening: teacher directed questions and explanations on content material Reading aloud and silently of content material Writing: note-taking, written answers to questions, journal entries, original poem, and original fiction story Speaking: class discussions and individual answers pertaining to content material, presentation of original poem and fiction story 	<ul style="list-style-type: none"> Listening: teacher directed questions and explanations on content material Reading of content material, worksheets, and presentation of final draft Writing: note-taking, rough and final drafts Speaking: class discussions on content material, individual responses, peer editing, responses to teacher prepared questions
Standards/Benchmarks	<ul style="list-style-type: none"> *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7 	<ul style="list-style-type: none"> *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7
Assessments/Resources	<ul style="list-style-type: none"> Review Homework Written Work Notebook Check Quizzes and Tests Text: The EMC Write-In Reader 	<ul style="list-style-type: none"> Review Homework Written Work: rough and final drafts Notebook Check Presentation of essay to class Teacher prepared notes and worksheets

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Department: World Languages		Course Title Advanced ESL Reading and Writing
	Unit 7, March	Unit 8, April
Essential Question(s):	<p>Who is considered one of the greatest American writers? Are Edgar Allan Poe's short stories famous all over the world? What literary title have his short stories earned him? What literary genre did he invent, and what did this become a model for? Did Poe write poetry? What other honor did Poe's literary essays and book reviews earn him?</p>	<p>What do the words "mystery," "science fiction" and "supernatural" mean to you? Do you like mystery stories? Do you like science fictions stories? Do you like stories of the supernatural? What is a legend? Can you tell the class about a common legend from your country? Do you know what a poltergeist is?</p>
Content	<ul style="list-style-type: none"> Selected Stories: "The Murders in the Rue Morgue," "The Black Cat," "William Wilson," and "Never Bet the Devil Your Head." Selected Poetry: "Annabel Lee," "The Raven," "To Helen," and "El Dorado." 	<ul style="list-style-type: none"> Short stories: "The Strange Guests," "The God's Gift to Chang Fu-Yen," "The Tell-Tale Heart," "Dr. Heidegger's Experiment," "The Girl Who Lived Twice," and "The Great Amherst Mystery."
Skills:	<ul style="list-style-type: none"> Listening: teacher reading aloud to class and individual students reading aloud Reading: silent and individual reading Writing: student note-taking from board, student journals, student compositions, written answers to multiple choice and opinion based questions Speaking: class discussions on themes presented 	<ul style="list-style-type: none"> Listening: teacher reading aloud to class and individual students reading aloud Reading: silent and individual reading Writing: student note-taking from board, student journals, student compositions, written answers to multiple choice and opinion based questions Speaking: class discussions on themes presented
Standards/Benchmarks	<ul style="list-style-type: none"> *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, .3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7 	<ul style="list-style-type: none"> *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, .3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7
Assessments/Resources	<ul style="list-style-type: none"> Review Homework Review Journals Written Work Notebook Check Quizzes and Tests Text: An Edgar Allan Poe Reader – Adapted Classic Tales 	<ul style="list-style-type: none"> Review Homework Review Journals Written Work Notebook Check Quizzes and Tests Text: Tales of Mystery and the Unknown

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Department: World Languages		Course Title Advanced ESL Reading and Writing
	Unit 9, May	Unit 10, June
Essential Question(s):	<p>The Cause and Effect Essay: What do you think is the reason to write a cause and effect essay, and how many ways are there to write it? What words and phrases are commonly used in this type of essay? What is the common punctuation in this type of essay?</p> <p>The Compare and Contrast Essay: What do the words "compare" and "contrast" mean? What is the purpose of this type of essay? What are two basic ways to organize this type of essay? Can a person compare and contrast any two items? Is it a good idea to make a list of topics to be compared or contrasted? What are some words and phrases that are often used in this type of essay?</p>	<p>Who is William Shakespeare and what country did he come from? Can you name any of the plays or sonnets he wrote? Have you ever heard of his play The Merchant of Venice? Where and when does the play take place? Who are your favorite and least favorite characters and why? Can you identify with any of the characters and why? What are the conflicts among the characters and within the characters themselves? What is the central theme of the play? What is the climax of the play? How did the outcome of the play make you feel? Would you recommend this play to others to read?</p>
Content	<ul style="list-style-type: none"> • The components of the Cause and Effect Essay and the Comparison Contrast Essays • The purpose of writing the Cause and Effect Essay and the Comparison Contrast Essays 	<ul style="list-style-type: none"> • Biography of William Shakespeare • List of Shakespeare's plays and sonnets • Play text: The Merchant of Venice • Explanation of pertinent vocabulary and phrases

	<ul style="list-style-type: none"> ● Important punctuation and vocabulary ● Rough Draft and Final Draft 	<ul style="list-style-type: none"> ● Video of play
Skills:	<ul style="list-style-type: none"> ● Listening: teacher directed questions and explanations on content material ● Reading of content material, worksheets, and presentation of final draft ● Writing: note-taking, rough and final drafts ● Speaking: class discussions on content material, individual responses, responses to teacher prepared questions 	<ul style="list-style-type: none"> ● Listening: teacher reading aloud to class, students reading parts aloud ● Reading: students will individually read narrative and character parts ● Writing: answer teacher made questions, directed note-taking, and reactionary journal ● Speaking: class discussions on characters and themes
Standards/Benchmarks	<ul style="list-style-type: none"> ● *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, .3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7 	<ul style="list-style-type: none"> ● *WIDA 50.1A 1,2,3,4,5, SL 9-10.1 A, SL 5.1 A, RI 3.1, 3.2, .3.4, 3.5, 3.6, 3.7, 3.10 RL 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6 W 3.1,3.2,3.3, 3.4, 3.5, 3.6, 3.7
Assessments/Resources	<ul style="list-style-type: none"> ● Review Homework ● Written Work: rough and final drafts ● Notebook Check ● Presentation of essay to class ● Teacher prepared notes and worksheets 	<ul style="list-style-type: none"> ● Review Homework ● Review Journals ● Written Work ● Notebook Check ● Quizzes and Tests ● Videotape ● Adapted play script

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>multiple analogies and examples</p> <p>study guide and notes</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p>

<p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>to complete assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex</p>	<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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	<p>assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p>
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