

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 Beginning ESL
	Unit 1, September	Unit 2, October
Essential Question(s):	How do you introduce yourself and meet other students in your new country? What telephone numbers are important ? How can I use important telephone numbers ? What are the names of important objects in the classroom and the school? Where are the locations of important offices and rooms in the school?	Where are you from? What language do you speak there ? Where is your country located? How can I describe my country ?
Content	<ul style="list-style-type: none"> ● Introducing each other to fellow students ● Grammar focus on possessive adjectives ● Grammar focus on pronunciation of the alphabet ● Grammar focus on affirmative statements and contractions ● Reading Comprehension 	<ul style="list-style-type: none"> ● Grammar focus on the verb to be ● Grammar focus on affirmative and negative statements ● Grammar focus on yes/no questions and short answers ● Pronunciation ● Speaking : conversations about native countries
Skills:	<ul style="list-style-type: none"> ● Listening for the spelling of names ● Listening for telephone numbers ● Writing a list of telephone numbers ● Speaking : conversations about yourself and what your primary language is and stating the country of your birth ● Listening with tapes recordings on topics dealing with names and numbers 	<ul style="list-style-type: none"> ● Listening for countries and languages ● Listening to descriptions of people ● Syllabic stress of numbers ; blending with is and are
Standards/Benchmarks	· *WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1	· *WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1
Assessments/Resources	<ul style="list-style-type: none"> ● Aural /Oral Exercises ● Review homework ● Notebook Check ● Written Work ● Quizzes and Tests ● Cooperative Learning ● Listening Tapes ● Teacher prepared worksheets ● Milestones Intro Text and Workbook 	<ul style="list-style-type: none"> ● Aural /Oral Exercises ● Review homework ● Notebook Check ● Written Work ● Quizzes and Tests ● Cooperative Learning ● Listening Tapes ● Teacher prepared worksheets ● Milestones Intro Text and Workbook

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Department: World Languages		Course Title Beginning ESL
	Unit 3, November	Unit 4, December
Essential Question(s):	What are you wearing today? What colors are you wearing today? What type of clothing are you wearing today? What are the names of each article of clothing?	How is the weather ? What are the seasons of the year? What are the colors of each season? What is the weather like in each of the seasons?
Content	<ul style="list-style-type: none"> ● Conversations pertaining to clothing ● Grammar focus on possessive adjectives ● Grammar focus on possessives on names ● Grammar focus on affirmative and negative statements ● Pronunciation using stress ● Reading Comprehension 	<ul style="list-style-type: none"> ● Conversations pertaining to the weather ● Grammar focus on present continuous affirmative and negative statements; ● Grammar focus on isn't and aren't ● Grammar focus on conjunctions and & but ● Pronunciation using stress ● Reading Comprehension
Skills:	<ul style="list-style-type: none"> ● Listening for descriptions of clothing ● Reading passages about people and what they are wearing ● Writing sentences pertaining to clothing ● Speaking ; Conversations about clothing 	<ul style="list-style-type: none"> ● Listening to the sounds of weather ● Reading passages about the weather ● Writing sentences about the weather ● Speaking' Conversations about the weather ● Speaking; Conversations about the four seasons
Standards/Benchmarks	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1
Assessments/Resources	<ul style="list-style-type: none"> ● Aural /Oral Exercises ● Review homework ● Notebook Check ● Written Work ● Quizzes and Tests ● Cooperative Learning ● Listening Tapes ● Teacher prepared worksheets <ul style="list-style-type: none"> ● Milestones Intro Text and Workbook 	<ul style="list-style-type: none"> ● Aural /Oral Exercises ● Review homework ● Notebook Check ● Written Work ● Quizzes and Tests ● Cooperative Learning ● Listening Tapes ● Teacher prepared worksheets <ul style="list-style-type: none"> ● Milestones Intro Text and Workbook

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Department: World Languages		Course Title Beginning ESL
	Unit 5, January	Unit 6, February
Essential Question(s):	What time is it? What are you doing ? What activities do you do in the morning? What activities do you do in the afternoon? What activities do you do in the evening?	Where do I live ? Where are important places in our community? Where is the transportation? How do I get to certain places?
Content	<ul style="list-style-type: none"> ● Conversations about time and time expressions ● Grammar focus on questions with what time ; what + doing ● WH questions with the present continuous ● Pronunciation of vowel sounds ● Reading Comprehension 	<ul style="list-style-type: none"> ● Conversations about community and transportation ● Grammar focus on time expressions ● Grammar focus on present statements with regular and irregular verbs ● Vocabulary on time and transportation ● Reading Comprehension
Skills:	<ul style="list-style-type: none"> ● Listening with the use of tapes on topics asking about time and activities ● Listening to identify what people are doing ● Listening for the time ● Writing sentences about daily activities and time 	<ul style="list-style-type: none"> ● Listening with the use of tapes on topics about the surrounding communities ● Reading articles about the local community ● Writing activities on types of transportation ● Speaking: Conversations about the community and local modes of transportation
Standards/Benchmarks	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1
Assessments/Resources	<ul style="list-style-type: none"> ● Aural /Oral Exercises ● Review homework ● Notebook Check ● Written Work ● Quizzes and Tests ● Cooperative Learning ● Listening Tapes ● Teacher prepared worksheets <ul style="list-style-type: none"> ● Milestones Intro Text and Workbook 	<ul style="list-style-type: none"> ● Aural /Oral Exercises ● Review homework ● Notebook Check ● Written Work ● Quizzes and Tests ● Cooperative Learning ● Listening Tapes ● Teacher prepared worksheets <ul style="list-style-type: none"> ● Milestones Intro Text and Workbook

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Department: World Languages		Course Title Beginning ESL
	Unit 7, March	Unit 8, April
Essential Question(s):	Does my apartment have a view ? How many rooms are in my house ? Do you live in an apartment or a house? What kind of furniture is in your house?	What do you do? Do you have a job? What are some occupations you would like to look into? What are some jobs of your parents or yourself?
Content	<ul style="list-style-type: none"> • Conversations pertaining to living space • Grammar focus on simple present short answers • Vocabulary focus on furniture and house types • Writing questions about your classmate's house or apartment • Reading Comprehension 	<ul style="list-style-type: none"> • Conversations pertaining to jobs • Grammar focus on simple present WH questions • Vocabulary on names of different occupations • Reading Comprehension • Pronunciation of new vocabulary
Skills:	<ul style="list-style-type: none"> • Listening with the use of tapes on topics mentioning house types and furniture • Pronunciation of th • Listening to people shopping for furniture • Speaking about the furniture in individual's house or apartment 	<ul style="list-style-type: none"> • Listening to people describe their jobs • Noting the differences between do & does • Writing about the kind of job or occupation you would like to pursue • Speaking about your chosen field of work for the future
Standards/Benchmarks	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1
Assessments/Resources	<ul style="list-style-type: none"> • Aural /Oral Exercises • Review homework • Notebook Check • Written Work • Quizzes and Tests • Cooperative Learning • Listening Tapes • Teacher prepared worksheets <ul style="list-style-type: none"> • Milestones Intro Text and Workbook 	<ul style="list-style-type: none"> • Aural /Oral Exercises • Review homework • Notebook Check • Written Work • Quizzes and Tests • Cooperative Learning • Listening Tapes • Teacher prepared worksheets <ul style="list-style-type: none"> • Milestones Intro Text and Workbook

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Department: World Languages		Course Title Beginning ESL
	Unit 9, May	Unit 10, June
Essential Question(s):	What foods do you eat? What foods are good for you? What are the foods from your country? How do you like American foods?	What sports do you play? What sports are popular in your native country? What are your talents and abilities? What abilities are needed for each sport?
Content	<ul style="list-style-type: none"> • Conversations about native foods • Conversations about American foods • Grammar focus on countable and uncountable nouns • Grammar focus on adverbs of frequency • Vocabulary on all kinds of foods in the food pyramid • Reading Comprehension 	<ul style="list-style-type: none"> • Conversations about sports in America • Conversations about sports in your native country • Grammar focus on can for ability • Grammar focus on simple present WH questions • Reading Comprehension • Writing on your favorite sport
Skills:	<ul style="list-style-type: none"> • Listening with use of tapes pertaining to the food pyramid • Writing sentences about personal eating habits • Reading about different ethnic foods • Speaking about your native country's distinct foods and beverages 	<ul style="list-style-type: none"> • Listening with tapes about people's favorite sports • Pronunciation on sentence stress • Writing questions about sports in your native country • Speaking about native sports and its importance in your native country
Standards/Benchmarks	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1	· WIDA 50.1 ALA. 1, SL 5.1 A, SL 9-10. 1A, R1.1.1
Assessments/Resources	<ul style="list-style-type: none"> • Aural /Oral Exercises • Review homework • Notebook Check • Written Work • Quizzes and Tests • Cooperative Learning • Listening Tapes • Teacher prepared worksheets <ul style="list-style-type: none"> • Milestones Intro Text and Workbook 	<ul style="list-style-type: none"> • Aural /Oral Exercises • Review homework • Notebook Check • Written Work • Quizzes and Tests • Cooperative Learning • Listening Tapes • Teacher prepared worksheets <ul style="list-style-type: none"> • Milestones Intro Text and Workbook

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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>Design surveys to generate and analyze data to be used in discussion.</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</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</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>Establish expectations for correct spelling on assignments.</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 class notes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>

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<p>society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</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 study guide and notes</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>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 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> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</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> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p>
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		<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>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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