

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 ESL		Course Title: Intermediate ESL Grammar
	Unit 1, September : Chapter 1	Unit 2, October: Chapter 2
Essential Question(s):	<p>Why do some cities have so many immigrants?                      Why are childhood memories important to people?</p>	<p>What kinds of transportation do cities have?                      What are some problems with transportation?                      What are compound nouns?</p>
Content	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>
Skills:	<ul style="list-style-type: none"> <li>● Being able to introduce yourself and give personal information</li> <li>● Remembering your childhood using the past tense and <i>used to</i></li> <li>● Writing negative sentences for past tense and <i>used to</i> and using <i>used to</i> in questions.</li> <li>● Reading and understanding an autobiography</li> <li>● Irregular past tense for verb list</li> <li>● Vocabulary list ( nouns, adjectives, new verbs, adverbs, prepositions, conjunctions, and modals)</li> <li>● Putting events in sequence from reading passage</li> <li>● Writing a paragraph about your childhood memories using past tense constructions</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to learn vocabulary to discuss transportation methods and transportation problems (oral)</li> <li>● Being able to ask for services and give information (oral)</li> <li>● Being able to evaluate city services (oral)</li> <li>● Writing a description of the city's services</li> <li>● Using and writing adverbs of quantity with countable and uncountable nouns such as <i>enough, too many, too much, not enough, more, fewer, and less.</i></li> <li>● Combining nouns to form compound nouns</li> <li>● Vocabulary list for chapter (nouns, verbs, modals, adjectives, adverbs, prepositions, the pronoun <i>one</i>, conjunctions <i>however</i>, and <i>so</i>)</li> <li>● Reading and understanding topic related article</li> <li>● Listening and understanding someone talk about problems in their city</li> <li>● Nouns for specialized modes of transportation</li> <li>● Using and forming (writing) indirect questions from WH questions</li> </ul>

		<ul style="list-style-type: none"> <li>● Picking details from article to respond to questions</li> </ul>
Standards/Benchmarks	<ul style="list-style-type: none"> <li>● * WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</li> </ul>	<ul style="list-style-type: none"> <li>* WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>

\*These standards reflect the actual learning of an Intermediate level ESL student.

Department: World Languages ESL		Course Title: Intermediate ESL Grammar
	Unit 3, November: Chapter 3	Unit 4, December: Chapter 4
Essential Question(s):	<p>What are some positive and negative things about your house or apartment?                      When you look at an apartment or house, what things do you look for?                      What things would you like to change in your life?</p>	<p>What are ethnic foods?                      What are the most popular dishes in your country?                      What words are used to explain how to do something in order?</p>
Content	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>
Skills:	<ul style="list-style-type: none"> <li>● Learning adjectives to use in describing positive and negative features of houses and apartments (other interiors) plus antonyms and synonyms</li> <li>● Being able to evaluate and compare 2 things (oral)</li> <li>● Being able to talk about lifestyle changes and expressing wishes</li> <li>● writing sentences evaluating and comparing with adjectives and nouns using <i>not...enough, not as...as, as...as, not enough..., as many...as</i></li> <li>● Listening and understanding someone talk about apartments to rent</li> <li>● Listening and understanding someone talk about lifestyle changes</li> <li>● Reading and comprehending topic related article</li> <li>● Picking out a reward and difficulty from text</li> <li>● Guided class discussions</li> <li>● Writing a paragraph about a wish</li> <li>● Writing sentences expressing wishes (use of past tense after <i>wish</i> to refer to present)</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to talk about food</li> <li>● Learning vocabulary for different types of foods and different cooking methods</li> <li>● Being able to discuss likes and dislikes using expressions</li> <li>● Being able to give oral instructions and write recipes using sequence words <i>first, then, after that, next, finally</i></li> <li>● Listening to and understanding someone describe food and recipes</li> <li>● Reading and understanding a topic related article</li> <li>● Identifying true and false statements from the text</li> <li>● Typing recipes on <b>WORD</b> to create a recipe book for class</li> <li>● Formation and meaning of present perfect tense</li> <li>● Learning past participle for regular and irregular verb list for chapter</li> <li>● Using and writing present perfect in sentences and paragraphs</li> <li>● Using <b>Power Point</b> as culminating project for chapters 1-4</li> </ul>

	<ul style="list-style-type: none"> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions, conjunction <i>though</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary list ( nouns, adjectives, adverbs, prepositions, and new verbs)</li> <li>● Public speaking (class presentation)</li> </ul>
Standards/Benchmarks	<ul style="list-style-type: none"> <li>● * WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</li> </ul>	<ul style="list-style-type: none"> <li>● * WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>

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Department: World Languages ESL		Course Title: Intermediate ESL Grammar
	Unit 5, January Chapter 5	Unit 6, February Chapter 6
Essential Question(s):	What types of activities do people like to do on vacation? What is your dream vacation? What are some important things you need to bring ?	What complaints do children and parents have about each other? What requests have you made to family members and friends? How do people apologize in your country?
Content	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>
Skills:	<ul style="list-style-type: none"> <li>● Being able to talk about future plans using <i>will</i> and <i>be going to</i></li> <li>● Being able to talk about vacation plans and activities.</li> <li>● Being able to give advice for travel using modals of suggestion and necessity</li> <li>● Writing sentences using future tense and distinguishing when to use <i>will</i> and when to use <i>be going to</i> (with <i>maybe, possibly, I think, I guess, probably</i>)</li> <li>● Listening to and understanding people describe their summer vacation plans</li> <li>● Listening to and understanding someone giving advice to tourists</li> <li>● Reading and comprehending topic related article</li> <li>● Responding to article by paraphrasing responses</li> <li>● Guided class discussions</li> <li>● Writing a travel itinerary and present to class</li> <li>● Writing sentences with modals of suggestion and necessity (<i>ought to, have to, need to, must, had better, and should</i>)</li> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions, conjunction)</li> </ul>	<ul style="list-style-type: none"> <li>● Learning phrasal verbs and the phrases to use in expressing requests to do household chores</li> <li>● Being able to apologize, give an excuse, make an offer, and admit a mistake (oral)</li> <li>● Being able to talk about making requests and responding to them</li> <li>● Writing sentences using phrasal verbs that are separated and not separated with the pronoun</li> <li>● Listening and understanding someone talk about excuses</li> <li>● Listening and understanding someone making complaints</li> <li>● Reading and comprehending topic related article</li> <li>● Responding to article with short answer essay</li> <li>● Guided class discussions</li> <li>● Writing a paragraph about a request to a relative</li> <li>● Writing requests with modals and <i>would you mind...</i> followed by a gerund</li> </ul>

		<ul style="list-style-type: none"> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions, conjunction )</li> </ul>
Standards/Benchmarks	* WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5	<ul style="list-style-type: none"> <li>● * WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> <li>● travel itineraries</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>

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Department: World Languages ESL		Course Title: Intermediate ESL Grammar
	Unit 7, March Chapter 7	Unit 8, April Chapter 8
Essential Question(s):	<p>What are the most important technological advances of the second half of the twentieth century? Which advances have affected your life the most? The least?</p>	<p>What special celebrations exist in your country? Are they the same as in this country? What are marriage customs in your country?</p>
Content	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>
Skills:	<ul style="list-style-type: none"> <li>● Being able to talk about future plans using <i>will</i> and <i>be going to</i></li> <li>● Being able to talk about vacation plans and activities.</li> <li>● Being able to give advice for travel using modals of suggestion and necessity</li> <li>● Writing sentences using future tense and distinguishing when to use <i>will</i> and when to use <i>be going to</i> (with <i>maybe</i>, <i>possibly</i>, <i>I think</i>, <i>I guess</i>, <i>probably</i>)</li> <li>● Listening to and understanding people describe their summer vacation plans</li> <li>● Listening to and understanding someone giving advice to tourists</li> <li>● Reading and comprehending topic related article</li> <li>● Responding to article by paraphrasing responses</li> <li>● Guided class discussions</li> <li>● Writing a travel itinerary and present to class</li> <li>● Writing sentences with modals of suggestion and necessity (<i>ought to</i>, <i>have to</i>, <i>need to</i>, <i>must</i>, <i>had better</i>, and <i>should</i>)</li> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions, conjunction)</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to discuss holidays and special occasions</li> <li>● Vocabulary list for chapter</li> <li>● Writing sentences with relative clauses of time</li> <li>● Writing sentences with adverbial clauses of time (<i>before</i>, <i>when</i>, <i>after</i>)</li> <li>● Being able to talk about customs and traditions</li> <li>● Listening to and understanding people describe a celebration</li> <li>● Being able to talk about marriage customs</li> <li>● Writing a composition about a favorite celebration</li> <li>● Reading and understanding a topic related article</li> <li>● New verb list for chapter</li> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions, conjunction)</li> </ul>

Standards/Benchmarks	* WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5	● * WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5
Assessments/Resources	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book</li> <li>● Milestones 1 workbook</li> </ul>

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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 ESL		Course Title: Intermediate ESL Grammar	
Unit 9, May Chapter 9		Unit 10, June Chapter 10	
Essential Question(s):	Which inventions of the past and present are the most important? Why? What future developments do you think will happen in your lifetime? What are consequences? How do we express consequences in English?	What jobs do you think are the most desirable? In the US? In your Country? What are the most important personality traits in a worker?	
Content	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	<ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	
Skills:	<ul style="list-style-type: none"> <li>● Being able to discuss change</li> <li>● Vocabulary list for chapter</li> <li>● Writing sentences with time contrasts using the correct tense of the verb (past, present, and future)</li> <li>● Writing sentences with <i>if clauses</i></li> <li>● Being able to compare time periods</li> <li>● Listening to and understanding people talking about changes and possible solutions to a problem</li> <li>● Being able to talk about possibilities</li> <li>● Writing a composition about future hopes</li> <li>● Reading and understanding a topic related article</li> <li>● New verb list for chapter</li> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions)</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to describe abilities and skills</li> <li>● Vocabulary list for chapter</li> <li>● Writing sentences with gerunds and short responses</li> <li>● Writing sentences with <i>because</i></li> <li>● Being able to talk about job preferences</li> <li>● Listening to and understanding people talk about job requirements</li> <li>● Listening to and understanding people talk about their interests and personality traits</li> <li>● Being able to talk about personality traits (adjective list)</li> <li>● Writing a composition about personality</li> <li>● Reading and understanding a topic related article</li> <li>● New verb list for chapter</li> <li>● Vocabulary list (nouns, adjectives, adverbs, verbs, prepositions)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Recognizing time expressions and when to use the past, present, or future tense</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing verbs that must be followed with gerunds</li> </ul>
Standards/Benchmarks	<p>* WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</p> <ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>	<p>* WIDA 50.1 A 1,2,3,4,5, SL 5.1 A,B, SL 9-10.1 A, RI. 2.1, 2.2, 1.4,1.5</p> <ul style="list-style-type: none"> <li>● pre-reading initiating activity</li> <li>● conversations related to the topic</li> <li>● grammar focus point</li> <li>● related taped conversations</li> <li>● taped grammar examples</li> <li>● Oral and written exercises for target grammar</li> <li>● teacher prepared activities and exercises for grammar and vocabulary practice</li> <li>● extended grammar and vocabulary activities prepared by teacher</li> <li>● listening exercises</li> <li>● guided pair work and group work discussions</li> <li>● vocabulary activities</li> <li>● composition writing to elicit vocabulary, grammar, and language expressions</li> <li>● sentence writing practice</li> <li>● related reading and comprehension questions</li> <li>● culminating activity for chapter</li> <li>● guided class discussions</li> </ul>
Assessments/Resources	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes/tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book/Workbook</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Prepared activities</li> <li>● Quizzes/tests</li> <li>● Teacher prepared Activities for Target Grammar</li> <li>● vocabulary practice</li> <li>● Reading</li> <li>● Oral exercises and role plays</li> <li>● class work</li> <li>● Written Exercises</li> <li>● Group work</li> <li>● Composition writing to elicit grammar and vocabulary</li> <li>● Tapes</li> <li>● Milestones 1 Student Book/Workbook</li> </ul>

\*These standards reflect the actual learning of an Intermediate level ESL student.

## 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.</p> <p>Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in</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>Provide 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 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</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>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital</p>

<p>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 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</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>spelling on 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 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>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>
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<p>draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</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 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>Modifications for Assessments 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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