

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 Intermediate ESL Reading & Writing
	Unit 1, September	Unit 2, October
Essential Question(s):	Do you have forests in your country? Do you think there are more trees fewer trees , or about the same number? Can you name a thing that could not live without the rain forest? Where are the largest amount of rainforests?	What are the people in this picture doing ? Where do the people in your country place their garbage? Does your country have recycling rules ? Can garbage be dangerous ?
Content	<ul style="list-style-type: none"> ● New vocabulary introduced ● Grammar focus on noun substitutes , pronouns ● Grammar focus on word forms – nouns , verbs , adjectives , adverbs ● Writing by paraphrasing from the text ● Reading Comprehension 	<ul style="list-style-type: none"> ● New vocabulary introduced ● Grammar focus on antonyms ● Grammar focus on compound word ● Grammar focus on connecting word – and ● Writing paragraphs on different forms of garbage ●
Skills:	<ul style="list-style-type: none"> ● Writing the causes of certain effects given ● Writing the effects of certain causes given ● Writing a story on rainforests using ten of the new vocabulary words ● Reading the text and answering comprehension questions 	<ul style="list-style-type: none"> ● Reading comprehension ● Writing a summary of the given text ● Writing using compound words and creating questions to exchange with the other students ● Writing answers to comprehension questions about the text ● Reading and editing your summary
Standards/Benchmarks	<ul style="list-style-type: none"> ● *WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,,210, W.2.1,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A 	<ul style="list-style-type: none"> ● *WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,,210, W.2.1,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A
Assessments/Resources	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Notebook Check ● Quizzes & Tests ● Teacher prepared supplemental worksheets ● Cooperative Learning ● Cause & Effect – Intermediate Reading & Writing Practice ● Dracula, Nightjohn, Sarny, Holes 	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Notebook Check ● Quizzes & Tests ● Teacher prepared supplemental worksheets ● Cooperative Learning ● Cause & Effect – Intermediate Reading & Writing Practice ● Dracula, Nightjohn, Sarny, Holes

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	Unit 3, November	Unit 4, December
Essential Question(s):	Where is Australia? Is August summer or winter in Australia ? Do camels live in Australia Is Australia larger or smaller than your country? Is Australia a continent? Where is Australia? What languages do they speak in Australia?	Are you a Buddhist, or do you know someone who is ? Do you know someone who has visited Tibet? Where would you go if you wanted to study your religion?
Content	<ul style="list-style-type: none"> • Conversations pertaining to the seven continents • Vocabulary focus on new words in the chapter • Grammar focus on guided writing • Grammar focus on two-word verbs • Writing 2 short compositions relating to the passage • Pronunciation on contrastive stress 	<ul style="list-style-type: none"> • Vocabulary focus on new words • Grammar focus on identifying the different parts of speech • Grammar focus on articles • Grammar focus on compound words • Guided writing exercises
Skills:	<ul style="list-style-type: none"> • Reading passage and answering comprehension questions • Reading: Distinguishing the differences between opinion and inference • Speaking: discussions about the cultural difference and similarities • Listening to tapes of Australia , American and British accents 	<ul style="list-style-type: none"> • Reading a passage in the text on women explorers • Writing a short composition on famous explorers of native country • Speaking about native country 's founder • Listening to classmates recitation of composition
Standards/Benchmarks	<ul style="list-style-type: none"> • WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,.210, W.2.1,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A 	<ul style="list-style-type: none"> • WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,.210, W.2.1,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A
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Department: World Languages		Course Title Intermediate ESL Reading & Writing
	Unit 5, January	Unit 6, February
Essential Question(s):	Have you traveled to Siberia or to Alaska? What is the name of the body of water between Siberia and Alaska? Which are longer in Siberia and Alaska, winters, or summers?	On which continent do we find the South Pole? Why are people (instead of animals) pulling the sled? What do you think is on the sled? (refer to picture) Why are there no trees in the picture? Have you ever ridden on a sled?
Content	<ul style="list-style-type: none"> ● Conversations about our 49th state Alaska ● Grammar focus on word forms: Verbs ● New vocabulary introduced ● Reading comprehension of passage ● Speaking : conversations about foreign lands such as Siberia 	<ul style="list-style-type: none"> ● Conversations pertaining to the outer Poles of the world ● Grammar focus on word forms ; nouns ● Grammar focus on two-word verbs ● New vocabulary introduced ● Reading comprehension
Skills:	<ul style="list-style-type: none"> ● Speaking : conversations about foreign lands such as Siberia ● Writing pertaining to passage questions created by students to exchange with other students ● Reading about distant lands and adventure travel 	<ul style="list-style-type: none"> ● New vocabulary introduced ● Grammar focus on antonyms ● Grammar focus on word forms nouns and position in a sentence ● Grammar focus on two-word verbs Speaking about climate differences between native country and the United States
Standards/Benchmarks	<ul style="list-style-type: none"> ● 3.1, 3.2, 3.3, 3.4, 3.5 	3.1, 3.2, 3.3, 3.4, 3.5
Assessments/Resources	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Notebook Check ● Quizzes & Tests ● Teacher prepared supplemental worksheets ● Cooperative Learning ● Cause & Effect – Intermediate Reading & Writing Practice ● Dracula, Nightjohn, Sarny, Holes 	<ul style="list-style-type: none"> ● Review Homework ● Written Work ● Notebook Check ● Quizzes & Tests ● Teacher prepared supplemental worksheets ● Cooperative Learning ● Cause & Effect – Intermediate Reading & Writing Practice ● Dracula, Nightjohn, Sarny, Holes

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Department: World Languages		Course Title Intermediate ESL Reading & Writing
	Unit 7, March	Unit 8, April
Essential Question(s):	Where is the continent of Africa/ Did Mary Kingsley travel north or south of the equator? Through which modern-day African countries did she travel? What does "Victoria " mean ?	How many people live in your country ? How many people live in your city? Think of your city with twice as many people as it has now. How are things different t?
Content	<ul style="list-style-type: none"> • Conversations relating to the continent of Africa • Grammar focus on nouns and prepositions • Reading Comprehension • Writing paragraphs on the northern and southern hemispheres of the world • Introduce new vocabulary 	<ul style="list-style-type: none"> • Conversations pertaining to the number of people in your native city • Grammar focus on irregular verbs , two-word verbs • Grammar focus on Adjectives • Writing two paragraphs on your native city or town • Reading comprehension • Introduce new vocabulary
Skills:	<ul style="list-style-type: none"> • Speaking; conversations about which hemisphere students came from • Listening to fellow students account of their origins • Writing sentences by scanning for answers • Writing comprehension questions on the passage 	Reading for meaning of new words through context clues Writing paragraphs identifying the main idea Writing paragraphs using new irregular verbs Speaking about your native city or town
Standards/Benchmarks	<ul style="list-style-type: none"> • WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,.210, W.2.1,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A 	<ul style="list-style-type: none"> • WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,.210, W.2.1,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A
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	Unit 9, May	Unit 10, June
Essential Question(s):	<p>How many people are in your family ? Where do the people in your family live? How is your life different from your grandparents' lives?</p>	<p>In your native country, do girls get the same education as boys ? Why or why not? Who does most of the work in your house? How many women work in the government of your country ? What d they do?</p>
Content	<ul style="list-style-type: none"> • New vocabulary introduced • Grammar focus on adjectives and prepositions • Writing summaries on passages read • Reading Comprehension 	<ul style="list-style-type: none"> • New vocabulary introduced • Grammar focus on articles • Grammar focus on connecting words • Reading compression • Writing sentences on the main idea of the text
Skills:	<ul style="list-style-type: none"> • Writing sentences pertaining to the main idea of the passage • Writing comprehension questions • Reading about and comparing the changes in your family • Speaking about the change of life experience 	<ul style="list-style-type: none"> • Reading by scanning the text for information • Reading about the cultural differences of women in the United States and your native country • Writing about the different role of women in your society and the United States • Writing a short answer and the number of the line where the information was located • By the use of scanning
Standards/Benchmarks	<ul style="list-style-type: none"> • WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,.210, W.2.1,2.2,2.3,2.5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A 	<ul style="list-style-type: none"> • WIDA 50.1 A 1,2,3,4,5, RL.2.1,2.2,2.4,2.5,2.6,2.7,2.8,.210, W.2.1,2,2,2.3,2,5,2.6,2.7, SL 5.1 A,B SL 9-10.1 A
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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>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>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>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>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 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>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 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</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>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</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>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>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>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>
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