

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: Transitional ESL Grammar
	Unit 1, September Chapters 1 and 2	Unit 2, October Chapters 3
Essential Question(s):	<p>How do we define personal relationships? What do differences in gender affect relationships? What characteristics do people have? What language is used to express opinions and state preferences? How do we describe incidents and events? What language is used to describe clothing styles, trends, and first impressions? How are outward appearances described?</p>	<p>What adjectives are used to describe the characteristics of people who have made an impact? What are the qualities that make someone a hero? Why is chronological organization appropriate when writing about a person's achievements?</p>
Content	<p>Discussing ways to meet friends using adjectives and phrasal verbs. Discussing ways to maintain relationships. Comparison of dating rules. Discussing different opinions on fashions, how first impressions are formed, and how people respond to appearance through use of adjectives Tips for maintaining a good relationship Articles related to the topic Taped Conversations Controversy about uniforms in school</p>	<p>Discussing people who have made an impact from native countries Discussing the qualities and guiding principles of exceptional people Discussing ways that people can be heroes Compound adjectives to describe people Superlative adjectives Time words and phrases Biographical information Lesson in volunteering Articles related to the topic Taped conversations</p>
Skills:	<p>Meaning and use of content related Phrasal verbs, and tense formation. Writing gerund and infinitive constructions Recognize and write sentences using verb patterns Write cleft sentences with <i>what</i> Orally producing adjectives to describe people, events, style and appearance Writing to describe appearance, events, and styles of dress. Writing a thesis sentence and supporting a thesis through developing paragraphs. Reading and comprehension of related articles about relationships Reading and comprehension of related articles about first impressions in a court of law. Comprehension based on listening Being able to debate a position</p>	<p>Meaning and Use of content related phrasal verbs and tense formation Definitions of compound adjectives Grammatical patterns for formation of compound adjectives Writing sentences with superlative adjectives Writing sentences with superlative adjectives in varied sentence positions. Writing paragraphs organized in chronological sequence. Using time words and phrases to achieve organization Creating a presentation about an accomplished person. Reading and comprehension of related article on volunteerism to help people. Comprehension based on listening</p>
Standards/Benchmarks	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C, D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B,C,D, 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1
Assessments/Resources	<p>Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar</p>	<p>Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar</p>

	vocabulary practice Reading Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Tapes Debate	vocabulary practice Reading tapes Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Power point presentation for units 1 and 2 (Chapters 1-3)
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Department: World Languages- ESL		Course Title: Transitional ESL Grammar
	Unit 3, November Chapter 4	Unit 4, December Chapter 5
Essential Question(s):	<p>What beliefs and superstitions do people have? What are some common superstitions? What is the underlying reason for why people believe in superstitions? How do we know if we are superstitious? What are some examples of strange phenomena? How can some of these strange events be explained? What are some of the strange circumstances surrounding the sinking of the Titanic? How are myths, legends, and folktales related to phenomena and superstitions?</p>	<p>What are the advantages of each of the media? What are the positive and negative influences of television? What are the growth trends in the use of the media? Will print media and books become obsolete? What is learned from reading literature? What are the different genres of literature? What are television genres? What kinds of attitudes or biases are found in television?</p>
Content	<p>Description of events using reporting clauses in the active voice and passive voice Nouns for unusual phenomena and superstitions in discussion of events and personal beliefs. Discussing what someone else believes Discussion of different superstitions from different cultures Discussion of different views on superstitions Categorizing attitudes about beliefs Surveys of beliefs Expressions for giving opinions about beliefs and superstitions Stories about myths, legends, folktales, and urban legends Related article on premonitions about the sinking of the Titanic Reporting verbs Taped conversations</p>	<p>Charts and statistics about the media Nouns for types of literature and television programs Sentence adverbs that express an attitude about the topic Negative adverbs and their effect on sentence structure Expressions used to compare Discussion of advantages and disadvantages of different media Offering explanations of statistical data Discussion of conflicting opinions Related articles about eliminating television viewing Discussions among TV critics about TV shows Discussions about what people learn from reading literature Discussions about trends in reading, radio, television, newspapers and the internet Taped conversations</p>
Skills:	<p>Producing language to report personal beliefs and superstitions Being able to compare opinions about beliefs Producing language to report what others believe. Learn vocabulary for unusual phenomena and superstitious beliefs. Definitions of myths, legends, urban legends, and folktales Writing sentences using reporting verbs in both the active and passive voices. Restating thesis in conclusions of essays Reading and comprehension of related articles about the sinking of the Titanic. Reading examples of some famous legends, myths, and folktales. Reading a survey and interpreting generalizations suggested by the survey. Writing a composition about superstitions. Comprehension based on listening to conversations</p>	<p>Reading of charts and statistics Analyzing statistical information about growth in use of media Being able to produce language using appropriate vocabulary to discuss explanations and opinions about trends in the media. Analysis of television popularity Learn meaning of sentence adverbs Learn meaning of negative adverbs Write sentences using sentence adverbs and negative adverbs to express opinions about media Write sentences inverting subject and verb when placement of negative adverbs in at beginning of sentence. Recognizing auxiliary verbs or absence of them to determine when do/does/did must be entered into the sentence Write sentences that compare and evaluate media using <i>so...that, such...that, so many ...that, and so much...that.</i> Recognizing a noun and adjective for correct placement in phrase</p>

		Reading and comprehension of article about tuning out television Identifying bias in news broadcasts/propaganda Identifying attitudes/prejudices/culture in television programs
Standards/Benchmarks	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1
Assessments/Resources	Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar vocabulary practice Reading Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Oral discussion	Milestones 3 Student Book and workbook Teacher Prepared activities/television program questionnaire Quizzes Tests Teacher prepared Activities for Target Grammar vocabulary practice Reading Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Oral discussion Video

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Department: World Languages - ESL		Course Title: Transitional ESL Grammar
	Unit 5, January Chapter 6	Unit 6, February: Chapter 7
Essential Question(s):	<p>What do we learn by studying Art and Music? What does art and music tell us about a culture? What factors help people understand art and music better? What are some different artistic movements? What are some music genres? What are some milestones of popular music? Why should we study art and music?</p>	<p>What are the different lifestyles? What changes have taken place in lifestyles recently? Do these lifestyle changes affect people? How? Why is it important to have goals?</p>
Content	<p>Nouns and adjectives that refer to art and music Sentences with double comparatives to discuss opinions and characteristics of art and music Discussion of personal tastes in art and music Descriptions about art and music styles Discussions about preferences Discussions about artists and musicians Classification of information Related article about the effects of music on learning Complex cause and effect sentences to compare and contrast ideas about music and art</p>	<p>Nouns related to modern trends in lifestyles Complex sentences with relative pronouns in defining relative clauses Comparisons using <i>as if, as though, as, the way, and like</i>. Discussion of lifestyles and trends in change Taped conversations among people about generation gaps Taped conversations about people's goals Related article on "Leaving the Rat Race" Essays about personal experiences Narratives about people's lifestyle decisions and advice for them Identification of personal goals/advice about goals in life</p>
Skills:	<p>Meaning and use of nouns that identify art movements and music periods Definition of adjectives that are used to describe art styles and music styles Being able to discuss personal preferences about art and music Being able to state opinions about artists' work Learn major art movements and famous artists Learn major milestones in popular music and famous artists Write sentences using the double comparative to evaluate art and music Extend application of double comparative to other contexts Write cause and effect sentences Vary writing by reducing cause and effect sentences with participles Organize information by classifying Research music style on Internet Write a report Give a group oral presentation Reading and comprehension of related article on importance of music on education.</p>	<p>Meaning and use of vocabulary related to trends in lifestyles and goals. Learn formal vs. informal terms of comparison and use formal terms in place of <i>like</i> in appropriate situation Write sentences using target comparisons terminology Write sentences using the correct relative pronoun Use of <i>whom</i> in writing Use and meaning of <i>whose</i> Writing specific details when writing about personal experiences Reading and comprehension of article about lifestyle simplicity as a choice Being able to discuss personal goals Being able to express agreement or disagreement about lifestyle changes Being able to give advice about lifestyles and goals.</p>
Standards/Benchmarks	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1
Assessments/Resources	<p>Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes</p>	<p>Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes</p>

	Tests Teacher prepared Activities for Target Grammar vocabulary practice Reading Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Oral discussion Group Presentations/Reports	Tests Teacher prepared Activities for Target Grammar vocabulary practice Reading Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Oral discussion
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Department:	Course Title	
	Unit 7, March: Chapter 8	Unit 8, April: Chapter 9
Essential Question(s):	Why are some products and services successful while others fail? What products or services are good examples of marketing success stories? What are some reasons why you think products or services fail? What are some new ways that people shop nowadays? Is shopping a good thing?	Why are animals important to mankind? How are some ways that animals help people? What problems do animals face?
Content	Nouns related to shopping and advertising Verbs in the subjunctive Placement of direct and indirect objects Related article on shopping from home Narratives about shopping experiences Discussions about products on the market Persuasive essay Advertising techniques	Factual information about species of animals Categories of animals Noun clauses with <i>who(m) ever, whatever</i> <i>Whenever and wherever</i> contrasted with <i>where and when</i> Narratives about endangered species Taped conversations about endangered species and ways in which animals help people Persuasive essay/arguing against the opposing position Narratives about endangered species and how to protect them Narratives about pets Narratives about ethics and animals
Skills:	Being able to discuss successful products and reasons for their success Being able to discuss different types of advertising and their effectiveness Being able to discuss different types of shopping methods Being able to discuss different types of shoppers and give advice Definitions and use of nouns related to shoppers and advertising Learn the meaning of the subjunctive and the three situations in which it is used Write sentences for verbs in the subjunctive Understand the relationship between the context and the subjunctive meaning Write sentences with verbs that have distinctive issues with placement of direct and indirect objects Write paragraphs that support an opinion Read and comprehend article about shopping on line	Being able to discuss facts about animals Produce vocabulary about scientific information about animals and endangered species Orally producing expressions about specific as well as undetermined time and location Writing sentences about unspecified subjects and objects using <i>who(m)ever</i> , and <i>whatever</i> Writing sentences using <i>whomever</i> correctly by recognizing the object position. Researching factual information about animals and creating a power point presentation Deliver an individual oral presentation Write sentences using specified and unspecified time and location Reading and understanding of related article about working animals Being able to express opinions about pets and ethical treatment for animals
Standards/Benchmarks	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1
Assessments/Resources	Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar vocabulary practice	Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar vocabulary practice

	Reading Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Oral discussion	Reading tapes Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary Power point presentation on Animals
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Department:	Course Title	
	Unit 9, May: Chapters 10 and 11	Unit 10, June: Chapter 12
Essential Question(s):	What are some features of written vs. spoken language? How is the Internet affecting written language? Why are people afraid of public speaking? What is slang? What are the effects of technology on science? What does it mean when people say, "Good science, Bad Science?" What are the effects of technology on everyday life?	What are some of the reasons for the success of companies? What are some businesses that could be run from people's homes? What are the attributes of an ideal job? What are the essential qualities of a successful worker?
Content	Idiomatic expressions related to the use of language Summaries Related article about slang Related article about genetic engineering Narrative about the Amish Nouns referring to scientific processes Subject/verb agreement in sentences with three groups of quantifiers Overview of passive voice construction Indefinite/definite articles in sentences about technology Present perfect vs. present perfect continuous meaning/use Narrative about correct language and scientific developments Narrative about scientific advances Problems with language Communication techniques	Conditional sentences/subject/verb inversion Adverb clauses of condition Nouns and adjectives referring to essential qualities of workers and workplace Business letter samples Related reading article about value of difference in workplace Narratives about working from home Narratives about successful workers Narratives about hypothetical situations Taped conversations about workshops and unsuccessful businesses Narratives about entrepreneurs
Skills:	Being able to analyze differences between written and spoken language Being able to discuss what correct language is and on scientific advances Being able to analyze the effects of science on everyday like Write sentences using quantifiers in which the subject/verb agreement is correct Writing and orally using the definite and indefinite article correctly with uncountable technological terms and complicated circumstances Convert sentences in all verb tenses to the passive voice Write and use the present perfect and present perfect continuous tenses correctly. Understand the context in which either the present perfect or present perfect continuous is exclusively required or interchangeable Reading and comprehension of related articles on transgenics and slang. Write a report after researching and deliver to class	Being able to talk about work that can be done from home Analysis of the qualities of the ideal job Being able to talk about the qualities of an ideal worker Being able to discuss personal job preferences Being able to compare and contrast personal preferences Using vocabulary related to topic to discuss topic Writing conditional sentence correctly(sub/verb inversion) Writing sentences containing adverb clauses of condition Reading comprehension of related article on the value of differences in workers Comprehending conversation about unsuccessful businesses Writing business letters
Standards/Benchmarks	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1	*WIDA 50.1 A 1,2,3,4,5 SL 5.1 A, B, C. D 5.2, 5.3, 5.4 SL 9-10.1 A, RI 4.1

Assessments/Resources	Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar vocabulary practice Reading tapes Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary	Milestones 3 Student Book and workbook Teacher Prepared activities Quizzes Tests Teacher prepared Activities for Target Grammar vocabulary practice Reading tapes Oral exercises Written Exercises Group work Composition writing to elicit grammar and vocabulary

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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>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>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>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,</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>Establish expectations for correct 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</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)</p>
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<p>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>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 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>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 accommodations / modifications for assessments.</p>
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