

CHAMBERSBURG AREA SCHOOL DISTRICT
COURSE OF PLANNED INSTRUCTION

SCHOOL	<u>CAMS, FAUST, CASHS</u>	DEPARTMENT	<u>ESL</u>	DATE	<u>JULY 2003</u>
COURSE TITLE	<u>ESL LEVEL B</u>	GRADES	<u>6-12</u>	COURSE LENGTH	<u>ONE YEAR</u>
LESSON FREQUENCY (PER WEEK)	<u>5</u>	TIME	<u>45 MIN.</u>	COURSE REVISED	<u> </u>
COURSE CREDIT	<u>1</u>	COURSE REQUIRED	<u>YES</u>	ELECTED	<u> </u>

I. MAJOR COURSE OBJECTIVES AND STUDENT PERFORMANCE INDICATORS

All Students Will:

A. Share and request information 1.6

1. Listen to others

- Ask clarifying questions (1.6A)
- Synthesize information, and ideas to determine relevancy and form opinions (1.6A)
- Engage in interactive listening (1.6E)
- Imitate how others use English (1.6C)
- Participate in a formal interview (1.6E)
- Listen to and acknowledge the contributions of others (1.6D)
- Summarize and reflect on what has been heard (1.6B)
- Create a multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it (1.6F)
- Take notes (1.6A)
- Paraphrase and summarize as needed (1.6D)
- Use evaluation guides to evaluate group discussion (1.6E)

2. Listen to selections of literature (fiction/nonfiction)

- Identify and define new words and concepts (1.6B)
- Relate selections of literature to previous knowledge (1.6B)
- Analyze and synthesize the selections relating them to other selections heard or read (1.6B)

3. Contribute to discussions

- Ask relevant clarifying questions (1.6D)
- Respond with relevant information or opinions to questions asked (1.6D)
- Initiate everyday conversations (1.6E)
- Participate in small group discussions and presentations (1.6E)
- Select and present an oral reading on an assigned topic (1.6E)
- Introduce relevant facilitating information, ideas, and opinions to enrich the discussion (1.6D)
- Paraphrase and summarize as needed (1.6D)
- Organize and participate in informal debate around a specific topic (1.6E)
- Predict solutions to identified problems (1.6B)
- Facilitate total group participation (1.6D)

4. Speak using skills appropriate to formal speech situation

- Pace the presentation according to audience and purpose (1.6C)
- Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience (1.6C)
- Adjust tone and involvement to encourage equitable participation (1.6D)
- Speak using skills appropriate to formal speech situations (1.6C)
- Use a variety of sentence structures to add interest to a presentation (1.6C)

B. Learn to read independently (1.1)

1. Demonstrate fluency and comprehension in reading (1.1H)
2. Read familiar materials with accuracy (1.1H)
3. Self-correct mistakes (1.1H)
4. Use appropriate rhythm, flow, meter, and pronunciation (1.1H)
5. Read a variety of genre and types of texts (1.1H)
6. Word recognition skills (1.1C)
 - Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading (1.1C)
 - Use new vocabulary accurately in writing and speaking (1.1C)
7. Demonstrate after reading, understanding and interpretation of both fiction and nonfiction including public documents (1.1G)
 - Make and support with evidence, assertions about texts (1.1G)
 - Compare and contrast texts using themes, settings, characters, and ideas (1.1G)
 - Make extensions to related ideas, topics, and information (1.1G)
 - Assess the validity of the document based on context (1.1G)
 - Analyze the positions, arguments, and evidence in public documents (1.1G)
 - Evaluate the author's strategies (1.1G)
8. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words (1.1E)
9. Understand the meaning of and apply key vocabulary across the various subject areas (1.1F)

C. Reading critically in all content areas (1.2)

1. Read and understand essential content of informational texts in all academic areas (1.2A)
 - Differentiate fact from opinion (1.2A)
 - Use teacher and student established criteria for making decisions and drawing conclusions (1.2A)
2. Produce work in at least one literary genre that follows the conventions of the genre (1.2C)
3. Use and understand a variety of media and evaluate the quality of the material produced (1.2B)
 - Select appropriate electronic media for research and evaluate the quality of the information received (1.2B)
 - Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes (1.2B)
 - Use, design, and develop a media project to demonstrate understanding (1.2B)
 - Use media for learning purposes (1.6F)
 - Use various forms of media to elicit information, to make a student presentation, and to complete class assignments and projects (1.6F)
 - Evaluate the role of media in focusing attention and forming opinions (1.6F)

D. Reading, analyzing, and interpreting works of literature (1.3)

1. Read and understand works of literature (1.3A)
2. Read and respond to fiction and nonfiction including poetry and drama (1.3F)
3. Analyze the effectiveness in terms of literary quality of author's use of literary devices (1.3C; 1.3G)
4. Analyze the relationships, uses, and effectiveness of literary elements used by one or more authors in similar genre (1.3B)
5. Analyze and evaluate in poetry the effectiveness of diction and figurative language (1.3D)
6. Analyze how a script writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work (1.3E)
7. Analyze the structure of informational materials explaining how authors used these to achieve their purposes (1.1B)

E. Types of writing (1.4)

1. Short stories, poems, plays and multi-paragraph essays
 - Apply varying organizational methods (1.4A)
 - Use relevant illustrations (1.4A)
 - Utilize dialogue (1.4A)
 - Apply literary conflict (1.4A)

- Apply varying characteristics (e.g., limerick to epic)
 - Use primary and secondary sources to write complex informational pieces (1.4B)
 - a. Include a variety of methods to develop the main idea (1.4B)
 - b. Use precise language and specific detail (1.4B)
 - c. Include cause and effect (1.4B)
 - d. Use relevant graphics (1.4B)
 - Persuasive essay (1.4C)
2. Maintain a written record (1.4D)
 3. Write using well developed content appropriate for the topic (1.5)
 - Gather, determine validity and reliability of, analyze and organize information (1.5B)
 - Employ the most effective format for purpose and audience (1.5B)
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus (1.5B)
 - Include an effective introduction and conclusion (1.5C)
 - Revise writing to improve style, word choice, sentence variety, after rethinking how questions of purpose, audience, and genre have been addressed (1.5E)
 - Present and/or defend written work for publication when appropriate (1.5G)
 4. Write with a command of the stylistic aspects of composition (1.5D)
 5. Edit writing using the conventions of language (1.5F)
 6. Write with a sharp distinct focus (1.5A)
 7. Write using well developed content appropriate for the topic (1.5B)

F. Expand a reading and speaking vocabulary through the use of literature and/or word study (1.7)

G. Research (1.8)

1. Select and refine a topic for research (1.8A)
2. Locate information using appropriate primary and secondary sources and strategies (1.8B)
3. Organize, summarize, and present the main ideas from research (1.8C)

II. CONTENT OUTLINE AND TIME ALLOCATION

A. Vocabulary skills

B. Word study skills

C. Listening and Speaking

D. Elements of Grammar and Usage

E. Elements of Composition

F. Reading

1. Challenges

- a. "The Race," poem (Trujillo)
- b. "The Camel," fable (Lobel)
- c. "Hatchet," excerpt from a novel (Paulsen)
- d. "Antarctic Adventure," excerpt from a historical narrative (Hooper)
- e. "Yang the Youngest," excerpt from a novel (Namioka)
- f. "The Scholarship Jacket," short story (Salinas)

2. Changes

- a. "Why Do Leaves Change Color in The Fall?," article (World Wide Web)
- b. "Elizabeth's Diary," excerpt from a historical diary (Hermes)
- c. "And Now Miguel," play based on novel (Krumgold)
- d. "Tuck Triumphant," excerpt from a novel (Taylor)
- e. "The Journal of Jesse Smoke," excerpt from a historical journal (Bruchac)
- f. "Ancient Ways," poem (Toledo)

3. Courage

- a. "Life Doesn't Frighten Me," poem (Angelou)
- b. "Matthew A. Henson," excerpt from a biography (Hudson)
- c. "Anne Frank: The Diary of a Young Girl," excerpt from a diary (Frank)
- d. "Lance Armstrong: Champion Cyclist," a speech (Bush)
- e. "Earthquake," excerpt from a memoir (Nhuong)

4. Discoveries

- a. "The Library Card," excerpt from a novel (Spinelli)
- b. "At the Library," poem (Grimes)
- c. "Discovering the Inca Ice Maiden," nonfiction narrative (Reinhard)
- d. "The Art of Swordsmanship," folktale (Martin)
- e. "Mae Jemison, Space Scientist," biography (Sakurai)

5. Communication

- a. "How Tia Lola Came to (Visit) Stay," excerpt from a novel (Alvarez)
- b. "Helen Keller," excerpt from a biography (Sullivan)
- c. "The Miracle Worker," excerpt from a play (Gibson)
- d. "Hearing: The Ear," excerpt from textbook
- e. "The Art of Making Comic Books," (Pellowski)

6. Frontiers

- a. "The Lewis and Clark Expedition," excerpt from textbook
- b. "A Wrinkle in Time," excerpt from novel (L'Engle)
- c. "I Have a Dream," excerpt from speech (King)
- d. "Lyndon Baines Johnson: Our Thirty-Sixth President," excerpt from biography (Maupin)
- e. "Speech To The Nation: July 2, 1964," excerpt from speech (Johnson)

*** Additional approved selections will also be used.

III. TEXTS, MATERIALS, AND MAJOR RESOURCES

Linse, Caroline and Yedlin, Jane, Visions B Language and Literature: Thomson-Heinle, 2004.
Teacher selected material deemed appropriate
District libraries (print and electronic sources)

IV. PROCEDURES FOR ASSESSMENT OF PA ACADEMIC STANDARDS

Teacher designed quizzes and tests and/or standard text tests
Cumulative exams as designated by District policy
Teacher observation
Class participation, group discussions, and teacher conference
Teacher, peer, self-assessment of performance
Special reports
Student presentations
Opportunity for alternative assessment as deemed appropriate by the teacher

V. SPECIAL CONDITIONS OR PREREQUISITES

VI. COURSE EVALUATION PROCEDURE

All planned courses will be monitored by the department chair and building administrators and revised according to the District's revision cycle.

VII. ACCOMMODATIONS

The needs of students in the learning support and gifted programs are met through a variety of adaptations, modifications or enrichments to the planned course. If a student has an IEP or a GIEP (Gifted individual Education Plan), specific strategies and accommodations for that student will be identified in his or her individualized educational plan under the section called specially designed instruction. The learning support and gifted teachers are available to provide classroom teachers with any kind of assistance in providing accommodations.