Curriculum map for: ESL 1

School Year: 2003-2004

	Essential Questions	Content	Skills	Assessments	Technology	Standards
September	• Where should English Language Learners begin?	• Key Vocabulary: Basics and content area vocabulary; • Grammar: Singular and Plural nouns; Present tense regular verbs; Subject-Verb agreement; Adverbs; Pronouns	• Vocabulary Acquisition • Find main idea and details; Introduce identifying characters, plot and setting • Writing: Introduce the writing process	• IPT English Proficiency exams • Vocabulary Tests • Observation	• Handheld Computer – Students will begin learning the basics word processing functions	• TESOL Goal 1, 2, 3 • Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.11,1.6.11,1.7.11, 1.8.11
October	• What is a journey?	• Key Vocabulary; Antonyms; Synonyms • Grammar- Articles; Present/regular verbs; Sing./plural nouns • Phonics:consonants; Short a, e	• Identify antonyms and Synonyms • Preview and Draw Conclusions • Write a journal Entry • Identify short a, e spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 • Standards 1,2,3 • Technology 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.11,1.6.11,1.7.11, 1.8.11
November	• What is a hidden force?	• Key Vocabulary; Compound Words; Phrasal Verbs • Grammar- Simple past tense: regular / irregular verbs; Adjectives • Phonics: Short i, o, u; c and g	• Look for problems and solutions; Look for causes and effects • Write a Personal Narrative • Identify short i, o, u spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 • Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.11,1.6.11,1.7.11, 1.8.11
December	• How are sports important?	• Key Vocabulary; Suffix –er; -ly • Grammar: Information questions; Proper nouns • Phonics: Initial and final y; Long vowels with signal e; Y as /y/ and as vowels /e/, /i/	• Ask Questions; Understand Chronological Order • Write a biographical narrative • Identify suffix –er spelling patterns	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 • Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.11,1.6.11,1.7.11, 1.8.11
January	• What are family ties?	• Key Vocabulary; Words that tell when; Homophones • Grammar: Single possessives with apostrophes; Plural possessives;Adverbs • Phonics: Initial, medial, final digraphs /ch/, /sh/, /th/; X /ks/; qu /kw/; wh /hw/	• Predict; Reread • Write a personal letter • Identify spelling patterns x, qu, wh	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 • Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.11,1.6.11,1.7.11, 1.8.11
April	• How do Sports affect us?	• Key Vocabulary: Suffix –er and -ly • Grammar: Inform. questions; Proper nouns • Phonics: Spelling initial and final y; Long vowels	• Ask Questions; Understand Chronological Order • Write a report • Look for spelling patterns ai, ay, eigh,	• Criteria based • Self-Assessment • Peer-Assessment • Portfolio • Vocabulary Tests • Observation	• Use handheld computers for vocabulary work and journal entries	• TESOL Goal 1, 2, 3 • Standards 1,2,3 • Technology Standards 1,2,3,5 • PA 1.1.11, 1.2.11, 1.3.11,1.4.11,1.5.

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Collaboration and Co-Teaching Andrea Honigsfeld,Maria G. Dove,2010-08-10 Help ELLs achieve success with an integrated collaborative program Teacher collaboration and co teaching are proven strategies for helping students with diverse needs achieve academically Now this practical resource provides a step by step guide to making collaboration and co teaching work for general education teachers and English as a second language ESL specialists to better serve the needs of English language learners ELLs The authors address the fundamental questions of collaboration and co teaching examine how a collaborative program helps ELLs learn content while meeting English language development goals and offer information on school leaders roles in facilitating collaboration schoolwide Featuring six in depth case studies this guide helps educators Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations from informal planning and collaboration to a fully developed co teaching partnership Use templates planning guides and other practical tools to put collaboration into practice Evaluate the strategies success using the guidelines self assessments and questionnaires included Collaboration and Co Teaching helps ESL ELL and general education teachers combine their expertise to provide better support for their ELLs *Co-Planning* Andrea Honigsfeld,Maria G. Dove,2021-09-26 Pool your collective wisdom in support of your English learners English Learners ELs and multilingual learners MLs have double the work of their English speaking peers as they are required to master language and content simultaneously To support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and EL ML specific methodologies along with offering social emotional support to ELs MLs and work in tandem with each other Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that Els MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for ELs MLs Resources in Education ,1987 **English in Australia** ,1996 **Perceptions of ESL Teachers on Curricular Maps and Planning** ,2015 *New Jersey School Law Decisions Indexed* New Jersey. Department of Education,1985 **Bowker's Complete Video Directory** ,2000 **The Software Encyclopedia** ,1985 Linguistics and Language Behavior Abstracts ,2007-04 Second Language

Instruction/acquisition Abstracts ,1997 Children's ESL Curriculum Daisy A. Stocker,George A. Stocker,2013-10-18 1B TEACHER S GUIDE is available in color only BOOK 1B Children s Curriculum color edition is for Students under 8 years This is the second set in a series of 10 sets each comprising three books Student Book Practice Book and a Teacher s Guide with a Final Test It introduces the alphabet from M to Z Throughout the world children begin to learn English at a wide range of ages Some start at age 3 while others are much older some need to learn the English alphabet and others are familiar with it This textbook was designed for young children who are new to the alphabet If an alphabet book for older children is required you can download one at Successful ESL http www esl curriculum ca This colorful book of 24 pages for 14 Lessons is an important part of this ESL program It provides colorful activities and games for teachers to photocopy These reinforce the learning of the material introduced in the Student Book and motivate children to learn English We suggest that teachers and schools could cut their expenses by placing the games in clear plastic sheet protectors and sealing them with tape Small picture pages could be laminated and cut Types of activities Children orally name a key word picture held up by the teacher rewards of stickers a stamp or drawn stars can be given to make the game more exciting Students are given one or two pictures They hold up the picture when the teacher calls its name Rewards can be given where appropriate Modified Bingo allows these young children to play the game with 9 choices instead of 24 Enrichment Bingo captions are provided A Glossary of the basic vocabulary introduced is useful for teachers planning their own activities Bulletin - SLA Geography and Map Division Special Libraries Association. Geography and Map Division,1991 *Papers of the Peabody Museum of American Archæology and Ethnology, Harvard University* ,1917 *Building Community Attachment Through Mapping* Jane McRae,1998 *Papers of the Peabody Museum of American Archaeology and Ethnology, Harvard University* ,1917 *Educational Media Yearbook 1984* James W. Brown,Shirley N. Brown,1987 Clearinghouse ADELL's Catalog of Adult Education Projects Clearinghouse ADELL.,1979 **Literacy Instruction for English Language Learners** Nancy Cloud,Fred Genesee,Else V. Hamayan,2009 Literacy Instruction for English Language Learners turns hundreds of ELL studies into dozens of strategies for regular classroom instruction Nancy Cloud Fred Genesee and Else Hamayan have examined the research evidence to determine what works for ELLs They recommend best practices for teaching English learners to read and write from emergent literacy to primary school and on through middle school and include helpful features that make the research directly accessible to all teachers **How to Say the Right Thing Every Time** Robert D. Ramsey,2002-07-23 Filled with time tested techniques and relevant examples this user friendly guide empowers teachers with the confidence and tools necessary to communicate effectively efficiently and honestly in all situations The author uses clear cut language to the point insights and pertinent advice reflecting the many suggestions found within the book Key features include Specific ways to avoid the 20 most common communication barriers Proven how to s do s and don ts for talking with students erything from giving clear instructions and praise to discussing drugs and death Guidelines for

successful parent teacher conferences plus tips for breaking bad news and dealing with angry adults Strategies for effective public speaking and handling performance reviews job interviews media interviews and special ceremonies Tactics for powerful written and other nonverbal communications This engaging resource inspires and instructs practitioners to deliver audience appropriate meaningful messages to promote positive student interaction as well as foster understanding and support from parents peers and the public **Commentary Upon the Maya-Tzental Perez Codex** William Edmond Gates,1910

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