

# **ESL NEWCOMER**

## Course Aims and Objectives

### Aims

- Develop critical thinking and interpersonal skills to successfully function as lifelong learners and productive citizens.
- Acquire basic literacy in English.
- Employ effective strategies and utilize a range of technologies to locate information.
- Initiate and participate effectively in a variety of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.

### Objectives

- Read and write alphabet letters and numbers
- Differentiate vowel and consonant sounds
- Write and read personal information
- Read a map
- Compare and contrast physical characteristics
- Complete an information form
- Read and write about their neighborhood
- Create an announcement
- Compare and contrast cardinal and ordinal numbers
- Compose an email
- Describe articles of clothing
- Identify American coins and bills
- Write a shopping list
- Compare and contrast food items
- Compare and contrast physical ailments
- Write a health plan
- Read and complete a job application

### Critical Questions

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

## Format and Procedures

### Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials

- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

GRADING POLICY	
Participation	50
Projects	40
Homework	10

ESL Newcomer Portfolio		Writing
UNIT	Assignment	Benchmark
1	AUTOBIOGRAPHY	
2	BIOGRAPHY: "MY CLASSMATE"	
3	BIOGRAPHY: "MY FAVORITE RELATIVE"	
4	PERSUASIVE ESSAY: "MY DREAM HOUSE"	
5	E-MAIL: "A TYPICAL DAY"	
6	SCRIPT: "A FASHION SHOW"	
7	INFORMATIVE ESSAY "MY TYPICAL FOOD"	
8	WEATHER REPORT	
9	DESCRIPTIVE ESSAY: "MY NEIGHBORHOOD"	
10	DESCRIPTIVE ESSAY: "MY HEALTH PLAN"	
11	JOB APPLICATION	
12	DIRECTIONS	

<b>ESL NEWCOMER ONE</b>		<b>Suggested Timeline: 2-3 weeks</b>		<b>UNIT</b>
<b><u>SLS</u> <u>WID</u> <u>A</u></b>	<b><u>Instructional Objectives</u></b>	<b><u>Assess</u></b>	<b><u>Topics</u></b>	<b><u>Activities</u></b>
<b>RL: 9-10 1, 2, 4</b>	<b>Introductions Say and write the alphabet</b>	<b>OEQ Discussion Oral reading Homework</b>	<b>Meeting new people; Alphabet</b>	<b>Class discussions Partner activities</b>
<b>RI: 9-10 1, 2, 4</b>	<b>Spell names Identify classroom objects/people</b>	<b>Projects Writing Alphabet</b>	<b>Greetings Countries Classroom language</b>	<b>Cooperative learning Oral reading Writing assignments</b>
<b>SLS: 9-10 1-6</b>	<b>Follow classroom directions Read/write classroom directions</b>	<b>Proper names Emergency form</b>	<b>Classroom objects Homework</b>	<b>Autobiography Grammar lessons</b>
<b>LS: 9-10 1-4</b>	<b>Say and write numbers 0-10</b>		<b>Learning log</b>	
<b>WS: 9-10 3-6, 10</b>	<b>Read about homework Use contractions</b>			
<b>WIDA 1, 2 LSR W</b>	<b>Complete an emergency form</b>			
<b>Essential Question:</b>		<b>What critical vocabulary is necessary to introduce oneself, follow classroom directions and identify key classroom objects?</b>		

ESL NEWCOMER TWO		Suggested Timeline: 2-3 weeks		UNIT
<u>SLS</u> <u>WID</u> <u>A</u>	<u>Instructional Objectives</u>	<u>Assess</u>	<u>Topics</u>	<u>Activities</u>
RL: 9-10 1, 2, 4	Introduce country of origin and language	OEQ Discussion  Oral reading  Homework  Projects  <u>Writing:</u> ID form; Physical description; Biography	Native language	Class discussions
RI: 9-10 1, 2, 4	Describe an individual's physical appearance		Country of origin	Partner activities
LS: 9-10 1-4	Say/ write address Say/write numbers 11-19		Marital status	Cooperative learning
WS: 9-10 3-6, 10	Complete ID form Use the "to be" verb		Physical traits	Oral reading
WIDA 1, 2 LSR W	Read a map		Address	Biography
			U.S. map	Grammar lessons
		ID form	"The Surprise" (Very Easy True Stories)	
<b>Essential Question</b>		<b>What critical vocabulary is necessary to solicit and provide key personal info?</b>		

ESL NEWCOMER THREE		Suggested Timeline: 2-3 weeks		UNIT
<u>SLS</u> <u>WID</u> <u>A</u>	<u>Instructional</u> <u>Objectives</u>	<u>Assess</u>	<u>Topics</u>	<u>Activities</u>
RL: 9-10 1, 2, 4	Ask/answer questions about family members	OEQ Discussion  Oral reading  Homework  Projects  <u>Writing:</u> Family tree Family form	Relatives Name Titles  Family tree  Ages  Family form  Children	Class discussions Partner activities Cooperative learning Oral reading Biography Grammar lessons "Hiccup! Hiccup!" (Very Easy True Stories)
RI: 9-10 1, 2, 4	Write personal descriptions			
SLS: 9-10 1-6	Write personal titles			
LS: 9-10 1-4	Recognize numbers 20-100			
WS: 9-10 3-6, 10	Complete a family form Use possessive adjectives			
WIDA 1, 2 LSR W	Analyze a family story Write about families			
Essential Question				

<b>ESL NEWCOMER FOUR</b>	<b>Suggested Timeline: 2-3 weeks</b>	<b>UNIT</b>
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<u>SLS</u> <u>WID</u> <u>A</u>	<u>Instructiona</u> <u>I Objectives</u>	<u>Assess</u>	<u>Topics</u>	<u>Activities</u>
RL: 9-10 1, 2, 4	Identify rooms in a house, furniture and appliances	OEQ  Discussion  Oral reading  Homework  Projects  <u>Writing:</u> Dream house Garage sale Household problems	Rooms in a house	Class discussions  Partner activities  Cooperative learning  Oral reading  Persuasive essay  Grammar lessons  “Wrong Number” (Very Easy True Stories)
RI: 9-10 1, 2, 4	Talk about household needs		Items in a house	
SLS: 9-10 1-6	Talk about activities and places; Distinguish numbers		Types of houses	
LS: 9-10 1-4	Talk about garage sales; Compare and contrast singular and plural nouns		Household needs	
WS: 9-10 3-6, 10	Read about a home Write about a dream home		Your dream house	
WIDA 1, 2 LSR W	Create a garage sale flyer; Write a note about a		Garage sales	

	housing problem			
Essential Question		What critical vocabulary is necessary to compare and contrast residences?		

ESL NEWCOMER FIVE		Suggested Timeline: 2-3 weeks		UNIT
<u>SLS</u> <u>WID</u> <u>A</u>	<u>Instructional Objectives</u>	<u>Assess</u>	<u>Topics</u>	<u>Activities</u>
RL: 9-10 1, 2, 4	Talk about everyday activities	OEQ Discussion	Daily activities Days of the week	Class discussions Partner activities
RI: 9-10 1, 2, 4	Days of the week, months, times and dates	Oral Reading Homework Projects	Months of the year Dates Time	Cooperative learning Oral reading E-mail
SLS: 9-10 1-6	Make an appointment	<u>Writing:</u> Picture prompt E-mail	Appointments Medical form Birthdays	Grammar lessons "Fufu Returns" (Very Easy True Stories)
LS: 9-10 1-4	Talk about frequency of activities			
WS: 9-10 3-6, 10	Fill out a medical history form			
WIDA 1, 2 LSR W	Simple present tense; Birthdays; Read an email			
Essential Question		What critical vocabulary is necessary to discuss daily		

	activities?
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ESL NEWCOMER SIX		Suggested Timeline: 2-3 weeks		UNIT
<u>SLS</u> <u>WID</u> <u>A</u>	<u>Instructiona</u> <u>I Objectives</u>	<u>Assess</u>	<u>Topics</u>	<u>Activities</u>
RL: 9-10 1, 2, 4  RI: 9-10 1, 2, 4  SLS: 9-10 1-6  LS: 9-10 1-4  WS: 9-10 3- 6, 10  WIDA 1, 2 LSR W	Ask for merchandise  Ask for help in a store  Identify colors  Talk about clothing sizes, colors and problems  Recognize American money  Write checks  Use nouns and adjectives  Read a catalog and shopping list	OEQ Discussion  Oral reading  Homework  Projects  <u>Writing:</u> Check Shopping list Favorite clothes	Clothes  Colors  Clothing sizes  Problems with clothing  Money  Paying by check	Class discussions  Partner activities  Cooperative learning  Oral reading  Writing assignments - Fashion show script  Grammar lessons  “The Present” (Very Easy True Stories)



<b>Essential Question</b>	<b>What critical vocabulary is necessary to compare and contrast clothing and American currency?</b>
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<b>ESL NEWCOMER SEVEN</b>		<b>Suggested Timeline: 2-3 weeks</b>		<b>UNIT</b>
<b><u>SLS</u> <u>WID</u> <u>A</u></b>	<b><u>Instructional Objectives</u></b>	<b><u>Assess</u></b>	<b><u>Topics</u></b>	<b><u>Activities</u></b>
<b>RL:</b> 9-10 1, 2, 4  <b>RI:</b> 9-10 1, 2, 4  <b>SLS:</b> 9-10 1-6  <b>LS:</b> 9-10 1-4  <b>WS:</b> 9-10 3-6, 10  <b>WIDA</b> 1, 2 <b>LSR</b> <b>W</b>	<b>Categorize and ask for food items in a supermarket</b>  <b>Order food in a restaurant</b>  <b>Compare/contrast meals</b>  <b>Compare/contrast containers</b>  <b>Talk about a potluck dinner</b>  <b>Compare/contrast count and non-count nouns</b>  <b>Read</b>	<b>OEQ</b>  <b>Discussion</b>  <b>Oral reading</b>  <b>Homework</b>  <b>Projects</b>  <b><u>Writing:</u></b> <b>Shopping list</b> <b>Menu Dialogue</b>	<b>Grocery shopping</b>  <b>Food</b>  <b>Food groups</b>  <b>Containers for food</b>  <b>Meals</b>  <b>Supermarket coupons</b>  <b>Potluck dinner</b>	<b>Class discussions</b>  <b>Partner activities</b>  <b>Cooperative learning</b>  <b>Oral reading</b>  <b>Write a menu</b>  <b>Grammar lessons</b>  <b>“Mario’s Rabbits” (Very Easy True Stories)</b>

	supermarket coupons  Write a shopping list			
<b>Essential Question</b>		<b>What critical vocabulary is necessary to compare and contrast food items in supermarkets, restaurants and at home?</b>		

<b>ESL NEWCOMER EIGHT</b>		<b>Suggested Timeline: 2-3 weeks</b>		<b>UNIT</b>
<b><u>SLS</u> <u>WID</u> <u>A</u></b>	<b><u>Instructional Objectives</u></b>	<b><u>Assess</u></b>	<b><u>Topics</u></b>	<b><u>Activities</u></b>
RL: 9-10 1, 2, 4  RI: 9-10 1, 2, 4  SLS: 9-10 1-6  LS: 9-10 1-4  WS: 9-10 3-6, 10  WIDA 1, 2 LSR	Talk about the weather, seasons & temperatures  Talk about leisure activities in different seasons  Read a weather map  Use the present continuous tense  Use contractions with the present continuous	OEQ  Discussion  Oral reading  Homework  Projects  <u>Writing:</u> Seasons Personal letter Weather report	Weather  Seasons  Leisure activities  Temperature  U.S. Map  Weather Map	Class discussions  Partner activities  Cooperative learning  Oral reading  Writing assignments - weather report - friendly letter  Grammar lessons  "An Expensive Vacation" (Very Easy True Stories)

W	Read e-mails  Personal letter  Weather report			
Essential Question		What critical vocabulary is necessary to describe the weather and interpret a weather map?		

ESL NEWCOMER NINE		Suggested Timeline: 2-3 weeks		UNIT
<u>SLS</u> <u>WID</u> <u>A</u>	<u>Instructional Objectives</u>	<u>Assess</u>	<u>Topics</u>	<u>Activities</u>
RL: 9-10 1, 2, 4  RI: 9-10 1, 2, 4  SLS: 9-10 1-6  LS: 9-10 1-4  WS: 9-10 3-6, 10	Talk places in the community  Ask for and give locations  Make a deposit  Use an ATM  Use prepositions of place  Read about cashing a check	OEQ  Discussion  Oral Reading  Homework  Projects  <u>Writing:</u> Directions Check Supermarket card application	Map  Places in the community  Banking	Class discussions  Partner activities  Cooperative learning  Oral reading  Writing - Neighborhood directions  Grammar lessons  "No Brakes!" (Very Easy)

<b>WIDA 1</b>	<b>Complete an application for a supermarket card</b>			
<b>Essential Question</b>		<b>What critical vocabulary is necessary to solicit and provide directions?</b>		

<b>ESL NEWCOMER TEN</b>		<b>Suggested Timeline: 2-3 weeks</b>		<b>UNIT</b>
<b><u>SLS</u> <u>WID</u> <u>A</u></b>	<b><u>Instructional Objectives</u></b>	<b><u>Assess</u></b>	<b><u>Topics</u></b>	<b><u>Activities</u></b>
<b>RL: 9-10 1, 2, 4</b>	<b>Identify health issues, symptoms, remedies and parts of the body</b>	<b>OEQ</b>	<b>Health problems</b>	<b>Class discussions</b>
<b>RI: 9-10 1, 2, 4</b>		<b>Discussion</b>	<b>Body parts</b>	<b>Partner activities</b>
<b>SLS: 9-10 1-6</b>	<b>Make a doctor's appointment</b>	<b>Oral Reading</b>	<b>Medicine</b>	<b>Cooperative learning</b>
<b>LS: 9-10 1-4</b>		<b>Homework</b>	<b>Healthy food</b>	<b>Oral reading</b>
<b>WS: 9-10</b>	<b>Recognize healthy habits</b>	<b>Projects</b>	<b>Exercise</b>	<b>Writing assignments - Health Plan</b>
		<b><u>Writing:</u> Phone conversation Insurance form Health plan</b>	<b>Health Insurance</b>	<b>Grammar lessons</b>
	<b>Understand instructions</b>			<b>"Internet Friend" (Very Easy True Stories)</b>

<p>3-6, 10</p> <p>WIDA 1, 2 LSR W</p>	<p>for taking medicine</p> <p>Fill out an insurance form</p> <p>Use action verbs</p> <p>Use negative forms</p> <p>Read about healthy people</p> <p>Write a health plan</p>			
<p><b>Essential Question</b></p>		<p><b>What critical vocabulary is necessary to make a doctor's appointment/discuss health concerns?</b></p>		

<p><b>ESL NEWCOMER ELEVEN</b></p>		<p><b>Suggested Timeline: 2-3 weeks</b></p>		<p><b>UNIT</b></p>
<p><b><u>SLS</u> <u>WID</u> <u>A</u></b></p>	<p><b><u>Instructional Objectives</u></b></p>	<p><b><u>Assess</u></b></p>	<p><b><u>Topics</u></b></p>	<p><b><u>Activities</u></b></p>
<p>RL: 9-10 1, 2, 4</p> <p>RI: 9-10 1, 2, 4</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-4</p>	<p>Talk about occupations, tools of the trade, and job environment s</p> <p>Ask/answer questions about job skills</p> <p>Read want ads</p>	<p>OEQ Discussion</p> <p>Oral reading</p> <p>Homework</p> <p>Projects</p> <p><u>Writing:</u> Job application Telephone conversation Job interview script</p>	<p>Jobs</p> <p>Workplaces</p> <p>Driving</p> <p>Want ads</p> <p>Safety signs Paychecks</p> <p>Job applications</p> <p>Job items</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments - Job application</p> <p>Grammar lessons</p>

<p><b>WS:</b> 9-10 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSR</b> <b>W</b></p>	<p>paycheck and safety signs</p> <p>Use the simple past of “to be”</p> <p>Use “can” and “can’t”</p> <p>Write a telephone conversation</p>		<p><b>Work skills</b></p>	<p>“The Taxi Ride” (Very Easy)</p>
<p><b>Essential Question</b></p>		<p><b>What critical vocabulary is necessary to discuss occupations and job related skills?</b></p>		

<p><b>ESL NEWCOMER TWELVE</b></p>		<p><b>Suggested Timeline: 2-3 weeks</b></p>		<p><b>UNIT</b></p>
<p><u><b>SLS</b></u> <u><b>WID</b></u> <u><b>A</b></u></p>	<p><u><b>Instructional Objectives</b></u></p>	<p><u><b>Assess</b></u></p>	<p><u><b>Topics</b></u></p>	<p><u><b>Activities</b></u></p>
<p><b>RL:</b> 9-10 1, 2, 4</p>	<p>Ask and answer questions about modes</p>	<p><b>OEQ</b></p> <p><b>Discussion</b></p>	<p><b>Transportation</b></p> <p><b>Directions</b></p>	<p><b>Class discussions</b></p> <p><b>Partner activities</b></p>

<p><b>RI:</b> 9-10 1, 2, 4</p> <p><b>SLS:</b> 9-10 1-6</p> <p><b>LS:</b> 9-10 1-4</p> <p><b>WS:</b> 9-10 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSR</b> <b>W</b></p>	<p>of transportation</p> <p>Ask for and give directions</p> <p>Apply for a learner's permit</p> <p>Read road signs and bus schedules</p> <p>Use "wh" questions with "to be" and "do/does"</p> <p>Read about car safety</p> <p>Write about transportation</p>	<p>Oral reading</p> <p>Homework</p> <p>Projects</p> <p><u>Writing:</u> Directions</p>	<p>Learner's permit</p> <p>Road signs</p> <p>Bus schedules</p>	<p>Cooperative learning</p> <p>Oral reading</p> <p>Writing - Directions to school</p> <p>Grammar lessons</p> <p>"The Parking Ticket" (Very Easy)</p>
<p><b>Essential Question</b></p>	<p><b>What critical vocabulary is necessary to solicit and provide directions, analyze a bus schedule and operate a motor vehicle?</b></p>			

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