**Curriculum**

**ESL Proficiency**

**Course Overview**

ESL Proficiency is for non-native English speakers who have a strong competency in English (TOEFL 500-550; SLEP Test: 50-60 scaled score) but need to improve their skills to ensure success in the mainstream English classroom. The emphasis is on more complex structures, skills, and strategies used in academic reading, writing, listening, and speaking. Students in the course should already have acquired intermediate-advanced English ability. The overall objective of the course is to help to prepare students for mainstream academic work in high school and college. Students enrolled in ESL must achieve a grade of 'C-' or better in this course in order to earn the College Preparatory Diploma upon graduation. Students achieving a grade below a 'C-' will earn the International Diploma.

**Department Standards**

Students will develop and improve academic English skills needed for success in mainstream content classes.

Students will develop English communication skills for a variety of social contexts.

Students will develop analytical and critical thinking skills.

Students will expand and strengthen their vocabulary to enhance their ability to understand and communicate in a variety of contexts.

Students will develop an appreciation and understanding of other cultures, including the culture of the host country.

**Benchmarks**:

**1.** Students will be able to use accurate grammar and mechanics with reasonable consistency in both spoken and written English at a Proficiency level.

**2.** Students will be able to write well-organized multi-paragraphed essays, using a variety of different styles.

**3.**

* Students will be able to express themselves orally with clarity and intelligibility in all academic and non-academic contexts.
* Students will be able to comprehend spoken English in all academic and non-academic contexts.

**4.**

* Students will be able to read and comprehend a variety of types of authentic written texts with a high level of comprehension, demonstrating effective critical thinking and analytical skills.
* Students will build both passive and active vocabulary to a Proficiency level.

**5.** Students will broaden their understanding and appreciation of a variety of cultures, from both the English-speaking and non-English-speaking world.

**Performance Indicators**

1. **Grammar and Mechanics**

Students will be able to understand, use, and identify errors in the following language features with consistent accuracy:

* simple and complex verb tenses
* articles, adjective and noun modifiers, and quantifiers
* commas, apostrophes, colons, and semi-colons correctly, and recognize errors in the writing of others
* gerunds, infinitives, and adverb clauses and phrases
* past, present and future modal verbs
* relative and non-finite clauses
* linking words and phrases
* statements and questions in direct and indirect speech
* conditional and subjunctive verb forms
* topic-related collocations.

 **2. Academic Writing**

* Students will be able to write an organized paragraph with a topic sentence, analytical idea, examples and facts with analysis, and a concluding statement.
* Students will study and employ a wide range of appropriate vocabulary in their writing.
* Students will be able to brainstorm ideas for essays.
* Students will be able to construct effective outlines, or use other approaches, for planning essays.
* Students will be able to write a ‘funnel’ introductory paragraph to an academic essay, which includes an attention-getting hook and a thesis statement.
* Students will be able to write body paragraphs, which contain topic and concluding sentences, logical division of ideas, and effective transition signals to add cohesion.
* Students will write organized multi-paragraph essays with analytical thesis statements, organized structure, and relevant details and analysis.
* Students will write with clarity of description employing sophisticated sentence structure.
* Students will be able to revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.
* Students will write topic-driven, analytical essays based on readings and class discussion, with an emphasis on effective summary and persuasion techniques.
* Students will recognize the ways in which the choices of vocabulary and word order affect the tone and mood of a piece.
* Students will write plot-driven essays based on traditional plot structure.
* Students will write fact-driven essays, reports, or articles based on real-world circumstances with an emphasis on composting an interesting, lead-driven storyline.

 **3. Listening and Speaking**

* Students will be able to make themselves understood when speaking by using consistently accurate standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.
* Students will be able to participate in and initiate conversations, with peers and adults, in a variety of academic and social contexts by asking and answering questions with fluency and sound understanding.
* Students will be able to prepare and deliver clear and well-organized presentations on a variety of topics.
* Students will clearly express opinions, ideas, narratives, and analysis in a variety of contexts.
* Students will fully comprehend spoken English language and ideas in a variety of contexts.
* Students will demonstrate an ability to identify and correct errors in their own and others’ spoken English.

 **4. Reading and Vocabulary**

* Students will consistently be able to read critically and express their analytical comprehension of texts and their deeper meanings and nuances.
* Students will have an understanding of, and ability to:
* read for gist
* extract information from authentic writing
* develop strategies for inferring meaning from context
* read for details (skimming and scanning)
* read critically
* separating facts, opinions, implications
* answer comprehension questions accurately by locating essential information in text
* summarize and paraphrase main ideas from paragraphs, articles, stories, etc.
* Students will build an active vocabulary that is capable of serving most situations, especially those found in the daily classroom environment, and form passive vocabulary that enables students to understand most academic material, both in reading and listening.
* Students will understand how to build words using a wide range of prefixes and suffixes, and learn and use phrasal verbs and idioms in various contexts.
* Students will be able to use a monolingual and a bilingual dictionary to determine the often-varied meaning of unknown words and phrases.
* Students will be able to read aloud increasingly complex narrative and expository texts with appropriate pacing, intonation, and expression, as well as providing a touch of authenticity.

 **5. Cultural Awareness**

* Students will be able to identify cultural values and customs common in various world cultures.
* Students will understand the history and reasoning behind cultural values and customs in various world cultures.
* Students will show tolerance of cultural differences, especially those represented in the classroom and school.

**Assessments**

**Assessments:**

**1. Grammar and Mechanics**

* Individual and group written and oral classroom activities.
* Independent practice.
* Individual computer and internet-based activities.
* Quizzes and tests.
* Contextualized writing assignments.

**2. Academic Writing Skills**

* Biographical Essay
* Structured Paragraph Essay
* Descriptive Essay
* Compare-contrast essay
* Brainstorming, prewriting, drafting, editing, and publishing activities
* Summary essay
* Persuasive essay
* Narrative essay
* News article essay

**3. Listening/Speaking**

* Class discussion
* Group or individual oral exercises and reports
* Debate
* Language Lab. Activities

**4. Reading**

* Readings and related comprehension activities such as written responses to comprehension and analysis questions, class discussion, essay responses, and small-group discussion and presentations.

**5. Cultural Awareness**

* Readings and discussions about various world cultures, their histories, belief systems, populations, customs, and norms.

**Core Topics**

**Core Topics:**

**1.** Grammar and Mechanics

**2.** Academic Writing Skills

**3.** Speaking and Listening Skills

**4.** Reading and Vocabulary Skills

**5.** Cultural Awareness

**Specific Content**

**Specific Content:**

**1. Grammar and Mechanics**

* Past, present and future verb tenses and usage
* Nouns
* Types of adjectives and adjective clauses
* Passive voice
* Commas, colons, and semi-colons
* Gerunds and infinitives
* Adverbs and adverb clauses
* Direct and indirect statements and questions
* Conditional and subjunctive verb forms.

**2. Academic Writing Skills**

* Paragraph and essay structure and organization
* Appropriate and adaptive use of academic vocabulary in a variety of contexts
* Transference of paragraph structure to multi-paragraph essay structure
* Use of complex sentence structure, including adjective clauses, in creating clear, explicit essays
* Summary writing
* Persuasive writing
* Tone and mood
* Narrative writing
* Report/journalistic writing.

**3. Listening and Speaking**

* Oral accuracy and flexibility in grammar, vocabulary and pronunciation.
* Asking and answering questions and restating and soliciting information in a variety of academic and social contexts.
* Oral presentation skills of organization, the use of sources, relevant vocabulary and mostly consistent Standard English grammatical forms and pronunciation.
* Recognition and correction of heard and spoken errors.

**4. Reading**

* Reading comprehension skills such as analysis of form, content, vocabulary, author influence, and historical context.
* Responding to texts to show fluent comprehension and analysis of their surface- and deeper-level meanings.
* Analysis of figurative language and literary devices.

**5. Cultural Awareness**

* Awareness, tolerance and respect for world cultures, including those of English speaking countries.
* Awareness, tolerance and respect for the cultures represented within the classroom.

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**Resources**

**Resources:**

*Advanced Language Practice: English Grammar and Vocabulary*, Third Edition, Vince, Michael, Macmillan Education 2009

*Raise the Issues: An Integrated Approach to Critical Thinking,* Third Edition, Numrich, Carol, Pearson Education 2010

*Words for Students of English: A Vocabulary Series for ESL, Level 7*, Rogerson, Holly D. et al. University of Michigan Press 2011

Other articles, audio-visual presentations, and materials provided by the teacher

*Writing Academic English*, Fourth Edition, Oshima A & Hogue A. Pearson Education 2006.

*Advanced Grammar in Use,* Hewings, Martin, Cambridge University Press 1999

*Advanced English Collocations in Use*, O’Dell, Felicity & McCarthy, Michael, Cambridge University Press 2008

*Writing Academic English*, Fourth Edition, Oshima A & Hogue A. Pearson Education 2006.

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