



Portland Public Schools
Middle Level
Syllabus Template

School Year 2011-2012

Teacher: Ben Wixon		School: Mt. Tabor Middle School	
Subject: ESL	Course Title: ELD Level 3 & 4	Grade Level: 6,7,8	
Course description: The focus of the ESL curriculum is English Language Development (ELD.) Through ELD lessons students work to improve vocabulary and spoken English skills is reading and writing. Lessons and units are designed to teach grammar, conjugation, and proper English usage through whole language activities. ESL and students read and discuss a variety of different types of literature on a weekly basis throughout the school year. In addition to reading activities students working to improve writing skills by focusing on the six essential traits of writing. Employment of the <i>Shining Star</i> and <i>Focus on Grammar</i> texts work to provide additional support in grammar, listening and speaking, as well as reading and writing skills. The ESL classroom also works to provide support for core classes, as well as modifications for assignments and assessments from mainstream teachers.			
Course outline: 1 st quarter – Through the course of the entire school year students will be required to keep a daily dialogue journal. Lessons in the 1 st quarter include: <ul style="list-style-type: none">• Getting to Know You Writing Activities: Week 1- 2 Weeks• All About Me• Ramadan Unit• Grammar: Parts of Speech• Grammar: Tenses/Conjugation• Paragraph Structures• CLOZE Writing Activities• Day of the Dead History• Five Paragraph Essays/Persuaive Writing Unit• Shining Star Level C Curriculum Chapters 1-5			
2 nd quarter – <ul style="list-style-type: none">• Idioms and Homophones• Short Stories• Similes and Metaphors• Grammar: Tenses/Conjugation• CLOZE Writing Activities			

- Shining Star Level C Curriculum Chapters 6-9
- Asian New Year Unit
- Expository Writing Unit

3rd quarter –

- ELPA Language Assessment
- Reading: Novels/The Outsiders
- Grammar: Tenses/Conjugation
- Paragraphs
- CLOZE Writing Activities
- Persuasive Essays Unit
- Shining Star Level C Curriculum Chapters 10-12
- Biography Unit

4th quarter –

- Grammar: Tenses/Conjugation
- Narrative Stories
- CLOZE Writing Activities
- Expository Essays
- Cinco De Mayo Unit
- Magazine ("Zine") Writing Portfolio Unit
- Shining Star Level C Curriculum Chapters 12-15

Academic Vocabulary:
The English Language

District adopted materials:
Shining Star, Focus on Grammar texts, workbooks, and reproducibles.

Supplemental resources:
Because of differentiated learning levels and expectations there is no one single text for ESL. ESL reading and writing lessons are taught through a variety of different texts and materials but mainly with the Shining Star curriculum. The ESL classroom and the school will provide all student materials. Students are required to bring a library book to class daily.

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd):
Activities will be designed and modified to meet individual students' needs based on language proficiency levels, abilities and IEP's. Responses and questions will subjectively vary from student to student. All students will be expected to complete activities and assignments with responses based on the varied language abilities of

each student. If advanced students master a particular unit, they are provided with more advanced learning activities, not more of the same activity. TAG and advanced students are expected to complete lessons and activities that may require a higher level of response, or open-ended questions that stimulate inquiry, active exploration, and discovery.

Final proficiencies:

ESL students continue to receive ELL services and support until judged to be proficient in English through language testing and performance based standardized tests. Final language assessments are based on a comprehensive level of English skills in reading, writing, listening, and speech.

Behavioral expectations:

ATTENDANCE:

It is the student's responsibility to ask the instructor about make-up work as well as any instruction they may have missed while they were absent. If you know ahead of time that you are going to be absent it is important to let me know so that I can provide the work for you.

TARDINESS:

A tardy means not being in your assigned seat when the tardy bell rings.

First Tardy: Verbal Warning

Second Tardy: Verbal Warning

Third Tardy: One Detention

Subsequent Tardiness: Referral

RULES:

First Offense: Warning.

Second Offense: Warning and one minute after class to discuss behavior.

Third Offense: 30-minute detention.

*Before or after school/Lunch.

Fourth Offense: Parent conference.

(By telephone or in person)

Fifth Offense: Office referral.

Severe Offense: Immediate office referral.

CONSEQUENCES:

I. Respect Your Right to Learn.

A. Bring your supplies to class daily. (Library Book, Homework, Paper, Pencil.)

B. Participate in class by listening, asking questions, and doing your best.

C. Follow directions.

II. Respect Others Right to Learn.

- A. Treat all people and property with respect.
- B. Do not interfere with the teacher teaching, or other student's learning.
- C. Be in your assigned seat ready to work when the bell rings.

CONTACT INFORMATION: If you need to contact me my email address is bwixon@pps.net. You can contact me by phone at 503-916-5646 during school hours.