

Course Name(s): English as a Second Language - High Intensity

Course Code #: H5162

Level: Academic

Year: 5X

Credits: 5

Prerequisite: Placement into program per NJDOE identification requirements for multilingual learners and enrollment in a US school for 1-3 years.

Course Description: ESL - High Intensity is a course that is designed to meet the English Language Arts requirements for multilingual newcomer students in grades 9-12. The objective of this course is to provide access to the English Language Arts standards for new multilingual learners who are still acquiring foundational skills in the English language. This course will target NJSLS for English Language Arts giving multilingual learners the opportunity to learn the same reading, writing, listening, and speaking skills that are taught in comparative high school ELA courses. This course will use texts that are adapted to the English proficiency levels of the students to build proficiency in reading and writing at a high school level while at the same time teach mechanics of the English language.

N.J.A.C. 6A:15, Bilingual Education defines “newcomer” as “any student born outside of the United States who has recently arrived in the United States.” This course is designed specifically for newcomer multilingual learners who are enrolled in the district’s ESL program for three years or less. Students at a WIDA proficiency level of 1.0-3.5 will take this course to meet their ELA graduation requirement and will also be enrolled in ESL-A to fulfill their required English as a Second Language requirement. Students at a WIDA proficiency level of 3.5-4.5 will take ESL - High Intensity to fulfill their required ESL course and will also take a grade level ELA course to fulfill their ELA graduation requirement.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at an increased level of proficiency according to the four domains suggested by WIDA: listening, speaking, reading, and writing and the 2023 NJSLS-ELA for grades 9-10.

Students in this course will also be expected to demonstrate their proficiency with the five WIDA English Language Development (ELD) Standards. These standards focus on the social, instructional and academic language needed in order to engage with their peers, teachers, and content across the curriculum. The five WIDA English Language Development Standards are:

ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELD Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELD Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELD Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .
ELD Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies .

Alignment to New Jersey Student Learning Standards: In addition to targeting the WIDA ELD Standards this course will priority the following 2023 NJSL-ELA:

Language Domain

1. L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
2. L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
3. L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
4. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

1. RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
2. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
3. RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
4. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Board Approved - 10/17/2024

5. RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
6. RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
7. RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
8. RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
9. RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
10. RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
11. RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
12. RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
13. RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
14. RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
15. RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

1. W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
2. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey

Board Approved - 10/17/2024

complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

3. W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
5. W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6. W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
7. W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

1. SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
3. SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
4. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
5. SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
6. SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Evaluative Criteria: Teachers utilize student observation checklists, formative assessments, daily participation in regards to independent, paired and/or collaborative group tasks, interpretive, Board Approved - 10/17/2024

interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Students in the ESL program will participate in the ACCESS for ELLs 2.0 annually until they meet the requirements to exit the ESL program.

Board Approved - 10/17/2024