



English Speakers Of Other Languages (ESOL) Skills II Grades 9-12 CURRICULUM

Board Approved: June 5, 2025

Course Description

High School Full-Year Course

Course Description:

This curriculum is designed for English Learners, focusing on social and academic language so they can learn through reading, writing, listening, and speaking skills required for academic success.

Unit Description:

Students in ESOL Skills II are at the intermediate point in the sequence of classes designed to assist students in acquiring English language skills. These students have progressed beyond the beginning stages of language acquisition but are not yet ready to independently navigate the grade-level curriculum. Students practice English across the domains of writing, speaking, listening, and reading in lessons that explore open-ended questions and model real-world environments to encompass the background knowledge, experiences, and interests of students. Students will use and practice social vocabulary to communicate. In addition, they will build a deeper understanding of key academic vocabulary that spans across disciplines. The course continues to build the foundation for students to be successful in grade-level courses.

This course is for intermediate proficiency English Language Learning students. These students may fall into the category of WIDA ACCESS assessment/screener scores of 2.6-4.0.

Transfer Goals:

- Students will develop reading and writing strategies, improve comprehension, expand vocabulary, and enhance information processing abilities.
- Students will develop academic vocabulary from all subject areas, grammar, test-taking strategies, organizational skills, and classroom success strategies.
- Students will apply the skills learned through ESOL support in mainstream classrooms, showing adaptability and advocacy in their learning processes, to effectively collaborate with peers and instructors across disciplines.
- Students will develop listening and speaking skills essential for effective communication and full participation in academic and social settings.

Curriculum Standards: [MO ELA Grade Level Expectations](#); [WIDA ELD 2020 Standards](#)

**priority standards indicated in bold*

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BOE Approved: 06/05/2025

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Curriculum Resource(s): None

**priority standards indicated in bold*

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Unit 1: Recount and Narrate

Timeframe: Ongoing throughout the year

Unit Description: Students focus on displaying knowledge by narrating past experiences, events, or stories, while highlighting language to convey real or imagined experiences through stories and histories. Essentially, "Recount" is a broader category encompassing the act of retelling, while "Narrate" is a specific type of recounting focused on storytelling.

Enduring Understandings:

- By recognizing patterns in storytelling and identifying main ideas, students will enhance their critical thinking and analytical abilities.
- Organizing content, utilizing visual aids, and following narrative patterns allows one to recount information through Speaking and Writing effectively.
- The use of visual supports, effective questioning, and dialogue not only enhances communication skills but also fosters deeper connections to personal and collective experiences, enriching the learning process across various contexts.

Essential Questions:

Speaking:

- How can the use of visual supports, effective questioning, and dialogue enhance our ability to recount experiences and understanding of content from previous learning verbally?

Writing:

- How can we effectively use content words, visual elements, and structured formats to write clear and comprehensive recounts that follow narrative patterns, ultimately enhancing our understanding of the topic?

Listening:

- How can we enhance our listening skills by effectively matching oral descriptions and statements to visual supports, and how does this process help us identify key content-related information in recounts?

Reading:

- How can we effectively process and understand recounts through reading by connecting key content-related terms to visual elements, identifying patterns in narrative structures, and locating main ideas within texts?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:		
	ELP Level 2 - Emerging	ELP Level 3 - Developing	ELP Level 4 - Expanding
Reading - Interpretive			
ELD-LA.9-12.N.I.1 ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.I ELD-LA.9-12.I.E.1	I can process recounts by <ul style="list-style-type: none"> • Matching key content-related terms and ideas to images, graphs, 	I can process recounts by <ul style="list-style-type: none"> • Identifying patterns specific to narrative or informational text (<i>orientation</i>, 	I can process recounts by <ul style="list-style-type: none"> • Identifying how the authors make language choices and adjust for

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ELD-LA.9-12.I.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.8 ELD-SI.4-12.N.2	<ul style="list-style-type: none"> icons, or diagrams Sequencing the illustrated text of narrative or informational events Connect stories with images and representations to add meaning 	<i>presentation of events, conclusion)</i> <ul style="list-style-type: none"> Locating main ideas in a series of related sentences 	audience and purpose <ul style="list-style-type: none"> Reflecting on various accounts of a subject told in different media (print and multimedia)
Writing - Expressive			
ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.2 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.6 ELD-SI.4-12.N.3 ELD-SI.4-12.N.5	I can recount by <ul style="list-style-type: none"> Listing content words or phrases that relate to the topic Including images, diagrams, and charts to add details to the topic Identify what might be unexplained, missing, or left unsaid. Create closure by summarizing 	I can recount by <ul style="list-style-type: none"> Following patterns specific to narrative or informational text (<i>orientation, presentation of events, conclusion</i>) Sequencing narratives or informational text using linking words and phrases Identify and raise questions about what might be unexplained or missing 	I can recount by <ul style="list-style-type: none"> Creating narrative or informational extended text of past events or experiences (lab reports, current events) Connecting main points, events, and central ideas to conclusions
Listening - Interpretive			
ELD-LA.9-12.N.I.1 ELD-LA.9-12.I.I.1 ELD-LA.9-12.I.I.2 ELD-LA.9-12.A.I.1 ELD-LA.9-12.E.I.2 ELD-LA.9-12.E.I.3 ELD-LA.9-12.E.I.5	I can process recounts by <ul style="list-style-type: none"> Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs Selecting resources, places, products, or figures from oral statements and visual supports 	I can process recounts by <ul style="list-style-type: none"> Matching oral descriptions of characters or main events in content-related topics Following modeled oral commands 	I can process recounts by <ul style="list-style-type: none"> Following the steps of content-related tasks or assignments given orally Identifying details from oral discussions (when, who, where, what, and why)
Speaking - Expressive			
ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.2 ELD-LA.9-12.N.E.3	I can recount by <ul style="list-style-type: none"> Naming and briefly describing content 	I can recount by <ul style="list-style-type: none"> Restating information using 	I can recount by <ul style="list-style-type: none"> Presenting factual information on

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<p>ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.2 ELD-LA.9-12.I.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.A.E.1 ELD-LA.9-12.A.E.3 ELD-LA.9-12.A.E.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.7 ELD-SI.4-12.N.1 ELD-SI.4-12.N.4 ELD-SI.4-12.N.5</p>	<p>topics using visual support (<i>posters, diagrams, pictures</i>)</p> <ul style="list-style-type: none"> • Answering select yes/no or Wh-questions • Share ideas about one's own lived experiences • Restate ideas in dialogue • Recap dialogue to summarize 	<p>content-specific terms</p> <ul style="list-style-type: none"> • Providing examples of content-related information previously studied • Share ideas about one's own lived experiences and previous learning • Restate ideas to sustain and move the dialogue forward • Create closure, recap, and offer next steps 	<p>content-related topics to the class</p> <ul style="list-style-type: none"> • Paraphrasing and summarizing content-related ideas in large and small groups • Share ideas about one's own and others' lived experiences and previous learning
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Unit 2: Explain

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will develop their ability to effectively explain complex concepts across various disciplines for language development. Through a combination of oral, written, and visual communication, students will learn to articulate their understanding of topics by integrating language skills with critical thinking. By the end of the unit, students will be equipped with the skills to clearly and effectively explain concepts, utilizing language and visual supports to enhance their communication. This unit not only aligns with academic standards but also prepares students for real-world applications of their explanatory skills.

Enduring Understandings:

- Clear explanations require a combination of precise language, structured organization, and appropriate use of visual supports, enabling them to convey complex ideas effectively.
- Explaining concepts involves critical thinking and analysis, as they must not only convey information but also synthesize ideas and identify the most important aspects related to the topic.
- Self-reflection is a vital part of the learning process, enabling them to assess their explanatory abilities, recognize strengths and weaknesses, and set goals for improvement.

Essential Questions:

Speaking:

- What strategies can we use to explain complex concepts to different audiences effectively?

Writing:

- How do visual supports enhance our ability to convey information and clarify our explanations through structured writing?

Listening:

- How does critical thinking and peer feedback influence us in refining our explanatory skills?

Reading:

- How can we learn from a variety of texts to help us understand the world?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:		
	ELP Level 2 - Emerging	ELP Level 3 - Developing	ELP Level 4 - Expanding
Reading - Interpretive			
ELD-LA.9-12.N.I.3 ELD-LA.9-12.I.I.1 ELD-LA.9-12.I.I.2 ELD-LA.9-12.I.I.3 ELD-LA.9-12.A.I.3 ELD-LA.9-12.E.I.5 ELD-SI.4-12.E.2 ELD-SI.4-12.E.3	I can process explanations by <ul style="list-style-type: none"> • Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe the phenomena 	I can process explanations by <ul style="list-style-type: none"> • Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describes 	I can process explanations by <ul style="list-style-type: none"> • Identifying the interdependence of parts of systems (technical, government, chemical) • Comparing information on phenomena across a variety of multimedia sources

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	<ul style="list-style-type: none"> Following cycles and sequences to find cause and effect Comparing changing circumstances 	<ul style="list-style-type: none"> phenomena Following cycles and sequences of steps to identify cause and effect 	<ul style="list-style-type: none"> Following and describing sequences of steps or procedures and their causes and effects
Writing - Expressive			
ELD-LA.9-12.N.E.1 ELD-LA.9-12.N.E.2 ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.7 ELD-LA.9-12.E.E.8 ELD-SI.4-12.E.2 ELD-SI.-12.E.4	<p>I can explain by</p> <ul style="list-style-type: none"> Producing short responses to questions using word/phrase banks Labeling charts, graphs, timelines, or cycles to describe phenomena Illustrate a cause-and-effect sequence 	<p>I can explain by</p> <ul style="list-style-type: none"> Using transitions and connectors to show causal relationships or procedures Choosing everyday or technical language to describe phenomena Describing the cause and effect of a cycle or sequence Offering alternatives to produce different outcomes (<i>If the apple tree gets less sunlight, then...</i>) 	<p>I can explain by</p> <ul style="list-style-type: none"> Presenting information objectively by using a neutral tone appropriate to the content area Integrating images, diagrams, formulas, or charts to describe phenomena Describing the causes and effects of cycles or sequences of procedures Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
Listening - Interpretive			
ELD-LA.9-12.E.I.2	<p>Process explanations by</p> <ul style="list-style-type: none"> Sequencing steps in processes or procedures described orally Comparing information, symbols, or icons on charts or tables described orally 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing relationships in a series of oral statements Identifying causes for particular events or phenomena in short oral presentations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying components of systems from multimedia Interpreting cause and effect from oral discourse
Speaking - Expressive			
ELD-LA.9-12.N.E.3 ELD-LA.9-12.I.E.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.8	<p>I can explain by</p> <ul style="list-style-type: none"> Ordering events or stages of phenomena with 	<p>I can explain by</p> <ul style="list-style-type: none"> Naming properties, characteristics, or features of 	<p>I can explain by</p> <ul style="list-style-type: none"> Describing components of systems in small

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<p>ELD-LA.9-12.E.E.9 ELD-SI.4-12.E.1</p>	<p>sequential language (<i>first, next, step 1</i>)</p> <ul style="list-style-type: none"> Using words and phrases to identify visually supported phenomena Conveying initial thinking 	<p>illustrated content-related topics</p> <ul style="list-style-type: none"> Posing and responding to Wh-questions that relate to phenomena Generating and conveying initial thinking 	<p>groups and class discussions</p> <ul style="list-style-type: none"> Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures
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Unit 3: Argue

Timeframe: Ongoing throughout the year

Unit Description: This unit will empower students to construct and articulate well-reasoned arguments on a variety of topics, enhancing their critical thinking, writing, and speaking skills. By the end of the unit, students will be equipped with the skills necessary to effectively argue their points of view, utilizing language and evidence to persuade others. This unit prepares students for active participation in civic discourse and critical engagement.

Enduring Understandings:

- Constructing a compelling argument requires a clear claim supported by credible evidence and logical reasoning.
- Anticipating and addressing counterarguments is essential for strengthening their arguments, fostering critical thinking, and open-mindedness in discussions.
- The use of precise language, rhetorical devices, and varied sentence structures enhances the effectiveness of their arguments and helps to engage their audience more effectively.
- Effective argumentation is grounded in credible research; therefore, the ability to evaluate and incorporate reliable sources is crucial for supporting claims.

Essential Questions:

Speaking:

- How can we effectively communicate to state our opinion, support the claim, and provide reasoning?

Writing:

- How can we effectively use evidence and reasoning to support our claims in an argument?
- How does the choice of language and rhetorical strategies impact the persuasiveness of an argument?

Listening:

- How can engaging in debates and discussions enhance our understanding of different perspectives and improve our argumentative skills?

Reading:

- What are the key components of a strong argument, and how do they work together to persuade an audience?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:		
	ELP Level 2 - Emerging	ELP Level 3 - Developing	ELP Level 4 - Expanding
Reading - Interpretive			
ELD-LA.9-12.N.I.3 ELD-LA.9-12.I.I.1 ELD-LA.9-12.I.I.2 ELD-LA.9-12.I.I.3 ELD-LA.9-12.A.I.1 ELD-LA.9-12.A.I.3 ELD-SI.4-12.A.1	I can process arguments by <ul style="list-style-type: none"> • Matching media (<i>posters, photos, banners</i>) with point-of-view words and phrases • Connecting characters/historical figures with 	I can process arguments by <ul style="list-style-type: none"> • Making connections between statements that make claims and those providing evidence • Distinguishing language that 	I can process arguments by <ul style="list-style-type: none"> • Identifying persuasive language across content areas • Following the progression of logical reasoning • Generating questions about

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	positions or stances on various issues <ul style="list-style-type: none"> • Generating Wh- and H- questions on a topic 	identifies facts and opinions <ul style="list-style-type: none"> • Generating questions about a topic 	different perspectives
Writing - Expressive			
ELD-LA.9-12.N.E.4 ELD-LA.9-12.I.E.1 ELD-LA.9-12.I.E.2 ELD-LA.9-12.I.E.3 ELD-LA.9-12.A.E.1 ELD-LA.9-12.A.E.2 ELD-LA.9-12.A.E.3 ELD-LA.9-12.A.E.4 ELD-LA.9-12.E.I.4 ELD-LA.9-12.E.E.6 ELD-LA.9-12.E.E.7 ELD-SI.4-12.A.1 ELD-SI.4-12.A.2 ELD-SI.4-12.A.5	I can argue by <ul style="list-style-type: none"> • Expressing claims with evidence (“<i>Eating healthy is good for your body because...</i>”) • Listing content-related ideas that represent different points of view on issues 	I can argue by <ul style="list-style-type: none"> • Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence 	I can argue by <ul style="list-style-type: none"> • Evaluating and challenging the evidence presented • Creating persuasive essays or reports, making adjustments for specific audiences
Listening - Interpretive			
ELD-LA.9-12.I.I.1 ELD-LA.9-12.A.I.1 ELD-LA.9-12.A.I.2 ELD-LA.9-12.A.I.3 ELA-SI.4-12.A.3 ELD-SI.4-12.A.4	I can process arguments by <ul style="list-style-type: none"> • Recognizing the pros or cons of issues from short oral statements • Identifying claims in oral statements 	I can process arguments by <ul style="list-style-type: none"> • Organizing information related to different perspectives presented orally • Identifying language choices that represent specific points of view from a series of oral statements 	I can process arguments by <ul style="list-style-type: none"> • Classifying claims and evidence from oral presentations • Differentiating multiple perspectives presented orally
Speaking - Expressive			
ELD-LA.9-12.A.E.1 ELD-LA.9-12.A.E.2 ELD-LA.9-12.A.E.3 ELD-LA.9-12.A.E.4 ELD-LA.9-12.E.I.4 ELD-LA.9-12.E.E.9 ELD-SI.4-12.A.1	I can argue by <ul style="list-style-type: none"> • Relating points of view with visual support (<i>posters, photographs</i>) • Stating the pros and cons listed visually on a topic visually • Asking Wh- 	I can argue by <ul style="list-style-type: none"> • Responding to oral or written claims • Offering facts or opinion statements as appropriate to the discussion • Responding to claims with questions 	I can argue by <ul style="list-style-type: none"> • Taking stances and defending them with evidence (using data or citations) • Comparing and contrasting different points of view • Supporting or challenging an

**priority standards indicated in bold*

	questions on a given topic	<ul style="list-style-type: none">• Supporting or challenging an opinion or interpretation	opinion, premise, or interpretation
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Unit 4: Discuss and Inform

Timeframe: Ongoing throughout the year

Unit Description: This unit aims to develop students' skills in engaging in meaningful discussions and informing others about various topics through clear and structured communication. By the end of the unit, students will be equipped with the skills necessary to effectively discuss ideas and inform others, utilizing language and evidence to enhance their communication.

Enduring Understandings:

- Engaging in meaningful discussions requires active listening, respectful dialogue, and the ability to articulate ideas clearly.
- Clear and structured informative communication enhances comprehension, allowing one to convey complex information in a way that is accessible and engaging for their audience.
- Informing others effectively is grounded in credible research and reliable sources, emphasizing the importance of evaluating information for accuracy and relevance.
- Discussions are enriched by diverse perspectives, and effectively sharing information involves considering and integrating the viewpoints of others to foster deeper understanding.
- Use of appropriate academic vocabulary and varied language structures is essential for effective discussion and informative communication, allowing one to express their ideas more persuasively.

Essential Questions:

Speaking:

- What are the key elements of an effective discussion?
- How can we structure our informative communication to enhance clarity and engagement for our audience?
- What strategies can we use to contribute meaningfully to discussions while also considering the perspectives of others?

Writing:

- How does the use of academic vocabulary and varied language structures impact our ability to inform and engage our audience?

Listening:

- In what ways does active listening contribute to the quality of discussions and the exchange of ideas?

Reading:

- What strategies can we use to learn new words and transfer them to other contexts?
- How can we learn from the different experiences and perspectives of characters in books to help us understand the world?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:		
	ELP Level 2 - Emerging	ELP Level 3 - Developing	ELP Level 4 - Expanding
Oral Language - Social and Instructional			
ELD-SI.4-12.N.1 ELD-SI.4-12.N.3 ELD-SI.4-12.N.4 ELD-SI.4-12.N.5 ELD-SI.4-12.I.1 ELD-SI.4-12.I.2 ELD-SI.4-12.I.4	I can discuss by <ul style="list-style-type: none"> • Representing one's ideas using various media • Responding to yes and no questions posed by the group 	I can discuss by <ul style="list-style-type: none"> • Asking and answering questions • Communicating the need for clarity of messages 	I can discuss by <ul style="list-style-type: none"> • Demonstrating stamina when building ideas in a small group • Validating the ideas of others

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<p>ELD-SI.4-12.I.5 ELD-SI.4-12.E.1 ELD-SI.4-12.E.4 ELD-SI.4-12.A.1 ELD-SI.4-12.A.3</p>	<ul style="list-style-type: none"> ● Using nonverbal signals to demonstrate engagement in conversations ● Classifying facts or relationships ● Reporting on explicit characteristics or patterns ● Identifying the parts and wholes of a system ● Locating the most important information (key words, phrases, or statements) 	<ul style="list-style-type: none"> ● Recognizing intonation used to achieve various purposes of communication ● Defining and classifying facts and interpretations ● Reporting on explicit and inferred characteristics or patterns ● Describing the parts and wholes of a system ● Summarizing the most important aspects of information 	<ul style="list-style-type: none"> ● Sorting through one's own ideas to determine relevant ones ● Providing and receiving constructive feedback from others tactfully ● Answering questions and supporting responses with facts or examples ● Defining and classifying facts and interpretations; determining what is known vs. unknown
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