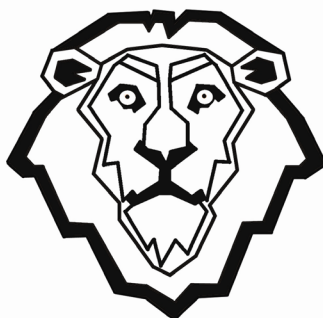


# Autrey Mill Middle School



## Course Syllabus for ESOL Classes

### Texts:

- \*Inside Language Literacy and Content textbook published by National Geographic
- \*Inside Language Literacy and Content writing textbook published by National Geographic
- \*Daily Oral Language (DOL) – grammar skills
- \*Scholastic Magazines-Storybook and Action
- \*Classroom and Media Center Libraries

Teacher Names	Email Address	Scheduled Help Sessions
Sharon Flicker	<a href="mailto:Flicker@fultonschools.org">Flicker@fultonschools.org</a>	Mondays: 8:00-8:30
Jane Mando	<a href="mailto:Mando@fultonschools.org">Mando@fultonschools.org</a>	Mondays: 8:00-8:30

### Method for Grading

Majors (tests and major projects)	50%
Minors (quizzes and minor projects)	40%
Practice (daily classwork and homework)	10%

Students are expected to turn all work in on time

-A grade of Missing, which calculates as a zero, will be entered in the electronic grade book until the assignment is received by the teacher.

-10 points off per day for every day late (up to 25 points.)

### Course Description:

The ESOL learning objectives cover a broad range of language skills that students acquiring another language must learn. The process of acquiring another language is generally viewed in three different stages: beginner, intermediate, and advanced learner. However, the concepts in language that need to be learned are the same regardless of

the age of the child or the grade level. Appropriate instructional materials and strategies vary according to the grade level and age of the ESOL student. Accommodations and modification will be made according to students' needs.

## **OBJECTIVES**

### **Beginners**

#### **Speaking and Listening -**

- \* Gives basic information about self and family
- \* Ask questions for clarification

#### **Writing -**

- \* Writes basic personal information
- \* Uses appropriate capitalization and punctuation

#### **Reading -**

- \* Demonstrates comprehension of familiar printed information
- \* Identify reading strategies when comprehending a passage or short work

### **Intermediate -**

#### **Speaking and Listening**

- \* Engage in and initiate conversation
- \* Express needs, ideas, and feelings

#### **Writing -**

- \* Use paragraph frames and/or outlines/organizers to aid writing narratives
- \* Uses capitalization, punctuation, and grammatical structures

#### **Reading -**

- \* Reading for comprehension of charts, graphic organizers, and high-interest stories appropriate to reading level
- \* Comprehension information in context

## **ADVANCED**

### **Speaking and listening -**

- \* Compare and contrast information
- \* Use speaking to accomplish persuasion, negotiation, and justification
- \* Use appropriate idiomatic expressions

### **Writing -**

- \* Write information appropriate for visual organizers
- \* Use a variety of writing styles: persuasive, descriptive, correspondence, and expository

### **Reading -**

- \* Consistently apply reading strategies to demonstrate comprehension
- \* Guessing at meaning of unknown words in context of sentence paragraph
- \* Analyze, synthesize, and infer meaning from information