



TRMS 6-8 ESOL Syllabus

Ms. George

Davina George - Lead ESOL

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Course Description: This course reinforces and introduces the strategies to succeed in academic English for EL students. Students are introduced to new words, word types, and phonemic relationships. They improve their discrimination skills by reading informational and literary selections of increasing length and with more complexity and rigor than answering comprehension questions both orally and in writing. Along with reading strategies, students will be. Using the Common Core State Standards and WIDA standards to guide instruction, students will focus on developing the background knowledge, vocabulary, higher order/critical thinking skills, and analysis strategies from written text with special emphasis on listening, speaking, reading and writing.

School Logo



Units

	Unit 1 1 st 6 Weeks	Unit 2 2 nd 6 Weeks	Unit 3 3 rd 6 Weeks
Reading Focus	Literary	Informational	Literary
Reading Standards	RL1 – Making Inferences RL2 – Analyze Themes RL3 – Analyze Plot/Setting RL3 – Analyze Dialogue RL3 – Characterization	RI1 – Cite Textual Evidence RI2 – Main Idea & Support RI6 – Determine POV	RI1 – Persuasive Appeals RI6 – Analyze Argument RI8 – Evaluate Claims, Logic, Reasoning, Evidence
Writing Focus	Narrative	Informational	Argument
Writing Standards	W3 – Narrative Writing W4 – Clear & Coherent Writing W9 – Summarizing	W2 – Informative Writing W4 – Constructed Responses W6 – Media to Publish	W1 – Argument Writing W5 – Writing Process W6 – Media to Publish
WIDA Standards	ELP1 – Identify, name, and write using pictorials ELP1 – Respond to Wh questions ELP1 – Sort and match visuals with vocabulary ELP1 – Read and recount sight words	ELP2 – Write using sentence frames ELP2 – State events in a series ELP2 – Identify main idea ELP2 – Describe elements in a text ELP2 – Answer simple questions	ELP2 – Identify claims / reasons ELP2 – State evidence to support claims ELP2 – Distinguish fact & opinion ELP2 – State opinions in discussions
For Beginners			
Vocab Strategies	Word Analysis: Linear Arrays Word Families Regular & Irregular Verbs	Word Analysis: Affixes Word Linking: 3 x 3	Word Analysis: Linear Arrays Word Families: Word Linking Affixes: 3 x 3
Grammar Strategies	Parts of Speech Simple Present, Past, & Future Verb Tense Read & Write Simple Sentences	Parts of Speech Present & Past Progressive Tense Reading & Writing Simple Paragraphs	Parts of Speech Regular & Irregular Verbs Writing Simple Paragraphs
Language Standard	L1c – Verb mood L2 – Capitalization, Punctuation (comma, ellipses, dashes) & Spelling L4a – Parts of Speech & Context Clues L4c – Dictionaries & Thesauruses	L1a – Gerunds, Infinitives, & Participles L4 – Affixes L5 – Comparatives & Superlatives	L1 – Command of Grammar L2 – Capitalization, Punctuation & Spelling L3 – Use knowledge of language L4 – Determine meaning of unknown words L5 – Understand figurative language
Speaking & Listening Standards	SL1 – Engage in discussions SL4 – Eye contact, pronunciation, volume SL6 – Adapt speech	SL1 – Engage in discussions SL4 – Presentations SL5 – Multimedia for Presentations	SL1 – Engage in Discussions SL2 – Analyze info presented SL3 – Evaluate reasoning SL4 – Presentations SL5 – Multimedia for Presentations SL6 – Adapt speech

1 - Semester 1

	Unit 4 4 th 6 Weeks	Unit 5 5 th 6 Weeks	Unit 6 6 th 6 Weeks
Reading Focus	Informational	Literary / Poetry	Literary / Mythology / Drama
Reading Standards	RI1 - Rhetoric & Bias RI3 - Analyze Speeches RI4 - Analyze Figures of Speech	RL2 - Analyze Tone/Mood RL4 - Figurative Language RL4 - Poetry vs Prose RL5 - Compare/Contrast RL6 - Irony / Suspense RL9 - Mythology	RL3 - Analyze Drama RI 5 - Compare text structures RI 7 - Analyze a live production
Writing Focus	Argument	Descriptive	Narrative
Writing Standards	W1 - Argument Writing W7 - Research Projects WB - Quote/Paraphrase	W2 - Explanatory Writing W3 - Poetry Writing W4 - Constructed Responses W5 - Writing Process W6 - Media to Publish	W3 - Dialogue Writing W6 - Interact through the internet
WIDA Standards	ELP2 - Identify claims / reasons ELP2 - State evidence to support claims ELP2 - Distinguish fact & opinion ELP2 - State opinions in discussions	ELP 2 - Identify rhyming words ELP 2 - Highlight sensory words ELP 2 - Read aloud short poetry	ELP 2 - create presentations ELP 2 - present oral presentations
Vocab Strategies	Word Analysis Linear Arrays Word Families Word Linking Affixes 3 x 3	Word Analysis Linear Arrays Word Families Word Linking Affixes 3 x 3	Word Analysis Linear Arrays Word Families Word Linking Affixes 3 x 3
Grammar Strategies			
Language Standard	L1 - Command of Grammar L2 - Capitalization, Punctuation & Spelling L3 - Use knowledge of language L4 - Determine meaning of unknown words L5 - Understand figurative language	L1b - Active/Passive Voice L3 - Active/Passive Verb Mood L5a - Figures of Speech L5c - Denotations & Connotations	Any standards missed
Speaking & Listening Standards	SL1 - Engage in Discussions SL2 - Analyze info presented SL3 - Evaluate reasoning SL4 - Presentations SL5 - Multimedia for Presentations SL6 - Adapt speech	SL2 - Analyze info presented SL3 - Evaluate reasoning SL6 - Adapt speech	Any standards missed

2 - Semester 2

Resources

Links to online textbooks and websites: esllibrary.com Inside Textbooks: National Geographic (coming soon)

Classroom Expectations, Rules, and Routines

Procedures, Reward systems, Expectations and Consequences

- In Person Expectations and Routines for students:**

- 1. Come to class on time with your ESOL Binder, Laptop and notes.
2. When you enter class, come in quietly and start the warm-up on the board
3. Be ready for class, bring your binder with your classwork, resources, and homework to class.
4. If you need to translate, use google translate to help you.
5. If you need help, raise your hand and ask the teacher.
6. Always stay and sit in your seat unless you ask the teacher for a need (go to bathroom, need a charger, want to help a friend).
7. Stay focused and on task. Follow the directions the teacher gives you.
8. Turn in your classwork and homework on time

9. Be kind and respectful to everyone in the room including your classmates as well as Ms. George, Ms. Peters and Ms. Atlas

Virtual Classroom Expectations during Universal Remote Learning (URL)

- **Preparing for Class:**
 - Device is charged
 - Log into your Class Teams 5-15 minutes before class is set to begin
 - Set-up in an area with the least distractions possible
 - Headphones to stay focused on class
 - Drinks/Snacks nearby if desired
 - Paper and pencil if you prefer to take non-electronic notes or any other supplies as requested by the teacher.
- **Attendance:**
 - Arrive to class on time
 - Stay on your Class Teams session for the full session time (unless dismissed by teacher)
 - If your teacher is not there - wait for them to arrive
 - If you are going to be late, notify your teacher via email
 - If you miss the class, watch the recording of the class as soon as you are able
 - If you have difficulty connecting or get dropped off the class, attempt to rejoin and notify your teacher, via email if you cannot resolve the problem
 - If the teacher drops off the call, wait for them to return or an email giving you further direction
- **During a Teams Live Class Session**
 - Arrive ready to learn and to be on camera (dress appropriately)
 - Mute microphone when not talking
 - Use chat box for comments and questions relevant to the instruction
 - Turn in assignments at the end of class (unless more time is needed/provided)

Fulton County Schools Expectations

- **FCS Code of Conduct**
 - Review the 2021-2022 [FCS STUDENT CODE OF CONDUCT HANDBOOK](#). Potential rule infractions in a virtual learning environment include, but are not limited to, harassment, bullying, cyber bullying, technology offenses, disruption and insubordination. Please

note that code of conduct rule violations can also occur in the community or when using social media inappropriately if those behaviors cause a disruption to the classroom environment. Please note any behavior that violates the FCS STUDENT CODE OF CONDUCT HANDBOOK will be addressed through our district's discipline process. Potential discipline responses that will be utilized in the Universal Remote Learning environment include, but are not limited to, the following:

- Parent Conference
- Suspension from synchronous learning
- Restorative Practice Conference
- Loss of Privileges
- Virtual Drug Education Program Impact Lesson or project
- Suspension upon return to school Long-term suspension/Expulsion

Please know that we are committed to ensuring that all our students feel safe and ready to learn and will be providing students guidance, resources and support. Thank you for your partnership in teaching our students behavioral expectations and standards of conduct while in a Virtual Learning Environment.

Microsoft Class Teams

Microsoft Office 365 is the Student Management System used in all Fulton County Classrooms. All classes will have a Class Teams site set up. Students can access their Class Teams site through their Microsoft Office account.

Graded assignments will be posted in the "General" Channel in the Class Teams site. Students will turn-in (when applicable) work in this channel and receive feedback and scores/grades. 1st Period (George)
2nd Period (George) 5th Period (George)

6th Period (George)

7th Period (George)

8th Period (George)

Attendance

- Students must attend class. All students should be present and engaged during the learning session. Students will be counted as “participating” when attending live lessons, reviewing recorded lessons, or the submission of an assignment.
- Sometimes teachers will offer a check-in or submission of an assignment only that is required to count as “participating”.

- Teachers may request that students turn their cameras to promote a higher level of student engagement and confirm attendance. Students can use a background and they are encouraged to upload a picture of themselves to their profile.
- **Submission of assignments** must be done by 7:00 PM on the day of the class to count as “participating”. This allows time for parents to get home from work and assist students as needed.

Grades

Grading Scale:

90- 100 =A

80- 89 =B

70 -79 =C

69 –0 = F

- Per GADOE guidance, FCS will adopt a NO ZERO policy during Remote Learning, An "I" will be entered in Infinite Campus for missing assignments/assessments.
- At the end of a grading period, an "I" for incomplete will be entered on a student's report card if a student does not complete 80% of the summative assignments/assessments.
- Students will have the remainder of the school year to complete missing/unsatisfactory work and remove the "I" from their report card.

Recovery

Recovery Policy:

All students will have one opportunity each 9 weeks to redo/retake one major assignment/assessment.

-Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.

-Students are eligible to earn a replacement grade on a redo/retake no higher than 79.

-Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assessment/assignment given (exceptions can be made for students who have excused absences during this five-day window).

- Per GADOE guidance, "students will be allowed to redo, resubmit, and/or retake assessments."
- If needed students will be provided with three opportunities to demonstrate their mastery of the learning target(s) on a summative assessment.
- To be eligible, the student must have a help session with the teacher and complete a recovery assignment that reviews the material.
- The student can receive the highest score earned on the re-assessment.

Contact Information



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