



EVESHAM TOWNSHIP SCHOOL DISTRICT

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM MANUAL FOR GRADES K-8

Adopted: November 17, 2016

DISTRICT MISSION STATEMENT

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, lifelong learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

John Scavelli, Jr., Superintendent
Danielle T. Magulick, Director of Curriculum & Instruction
Robin Collins, Supervisor of Curriculum

Making the world a better place,
one student at a time



ESL COMMITTEE MEMBERS

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Philosophy/Overview

In the 21st century, we live in a dynamic, interconnected, and technologically driven global society. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate. English as a Second Language (ESL) instruction enables students to become communicatively competent in English through immersion in the American culture, while building upon the knowledge of their native language.

The ability to communicate is at the heart of knowing another language. Language that is introduced and taught in meaningful contexts enables the learner to acquire competency in using language for real-world communicative purposes. The goal of communicative-based language instruction is to prepare students for authentic language use.

Mission Statement

The purpose of the English as a Second Language Program in the Evesham Township School District is to create a culturally sensitive environment where students acquiring English are given the opportunity to develop the language skills necessary to communicate for social and instructional purposes in order to succeed in the school environment. Integrated language instruction allows learners to approach the learning task by combining the skills of listening, speaking, reading, and writing in communication, and by accessing their knowledge of culture. We believe that effective language learning is meaningful, engaging, and interactive; and that it will lead students to discover that they are members of an interdependent world community.

Goals of the ESL Program

In order to achieve the district mission for ESL instruction, students will need to work toward fulfilling the following goals:

- Use English to engage in basic conversation and communication
- Develop proficiency in the four modes of language acquisition (listening, speaking, reading and writing) and apply in the various content areas
- Acquire the necessary communicative skills to perform to his/her potential in the general education program at the earliest possible time
- Learn how to function socially within the school environment and community
- Foster acculturation of the ESL population through an understanding of the American culture/language without relinquishing the original native culture/language
- Encourage cross-cultural understanding on the part of American students by encouraging them to learn about and appreciate the various ethnic backgrounds of our ESL students through active participation.

Program Description

The Evesham Township School District has established a magnet program for ESL students. The magnet schools are DeMasi and Marlton, since they offer services to students in grades K through 8. The ESL program is facilitated by certified ESL teachers in each building.

At the elementary level, an inclusion/pull-out program is provided for a minimum of thirty minutes a day. At the middle school level, ESL services are scheduled for a minimum of one class period per day. Emphasis is on attaining an acceptable degree of proficiency in listening and speaking skills with a gradual increase in the development of reading and writing skills. Culture is integrated throughout the program.

Within the program schedule, adjustments are made to allow for additional opportunities to accommodate student needs. These needs are accommodated by a flexible program, which varies from high intensity to immersion. The high intensity component allows the student to receive additional instruction from the ESL teacher, depending on the child's level of language proficiency. The immersion component allows the student to remain in the general education classroom as much as possible, with in-class support being offered by the ESL teacher when feasible.

To strengthen the bond between the general education class and the ESL students, the ESL teacher encourages his/her students to share and/or showcase their native customs, traditions, and culture. This is done through small assembly programs, classroom visitation, student presentations and parental involvement. The American students are also encouraged to share their cultural traditions and to learn about and appreciate the various ethnic backgrounds of our ESL students through active participation.

The ESL teacher prepares the general education class for the new ESL student by visiting the class and describing the child's native country and customs.

Additionally as part of the overall theme for the ESL magnet program, cross-cultural tolerance and understanding is fostered between the general education and English language learners. Comparisons among cultures, historical events, holidays, and customs are brought up naturally on an ongoing basis as the American "mosaic" of holidays and special events occur throughout the year.

The Evesham Township School District recognizes that many of the current American traditions have come from a multitude of cultures that have immigrated to the United States throughout our history. These holidays have become embedded into the general education of this country and are now recognized as "American" holidays (e.g., St. Patrick's Day, Christmas, Halloween, Hanukkah). Other world traditions are also observed such as Chinese New Year, Diwali, and Korean Children's Day.

Program Services/Modifications

As all students are individuals, it will be necessary to differentiate instruction daily to meet the needs of every learner. In all cases, teachers should be consistency gathering and utilizing formative assessment data to drive instruction. At times this will necessitate additional whole group lessons, flexible, small group instruction, individual conferring, and tiered assignments. Communication between the ESL and classroom teacher is essential.

English Language learners should be seen in small groups as much as possible in order to ensure additional opportunities for differentiation, modeling, and guided practice prior to independent practice with concepts or skills. In addition, teachers may request observations from building specialists or curriculum supervisors regarding feedback and/or recommendations for individuals.

Some students of limited English proficiency may need additional supplemental services in conjunction with the ESL program. These programs differ from the general basic skills program for students at-risk for failure only in that the students served are limited English proficient, and the objectives and instructional materials may be different from those used in the general basic skills program. These students should be offered all the support services and activities available to other students in the Evesham Township School District (N.J.A.C. 6:31-1.5). Teachers will utilize the I&RS process for students who are not identified for Special Education and who are not making sufficient progress in any subject area based on their expected level of language acquisition.

In certain cases, additional modifications are necessary to meet the needs of particular students. Students who are identified through the Special Education process or the Tier III Gifted and Talented process will have additional individualized plans that may include adjusted materials or accommodations in order to access the curriculum and meet the standards. In these instances, teachers will consult IEPs or Tier III plans for specific guidelines regarding instruction and materials.

Some students of limited English proficiency may have special learning needs that cannot be met in the ESL program. Those students receive additional assistance and screening as appropriate to determine placement in a specialized program.

WIDA Standards

The WIDA Consortium was originally established through a federal grant and consists of twenty-two partner states: Alabama, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Mississippi, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.

The WIDA Standards consist of five English Language Proficiency (ELP) standards that reflect the social and academic language expectations of ELLs in grades PreK-12.

Each ELP standard addresses a specific context for language acquisition (Social and Instructional settings as well as Language Arts, Mathematics, Science and Social Studies). Overall, the ELP standards center on the language needed and used by ELLs to succeed in school.

ELP Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

ELP Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

ELP Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

ELP Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

ELP Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

<https://www.wida.us/standards/eld.aspx>

District Benchmarks

1. The student will develop proficiency in the four modes of language acquisition: listening, speaking, reading, and writing.
2. The student will learn how to function socially within the school environment and community.
3. A student will acquire the necessary communicative skills to perform to his/her potential in the general education program at the earliest possible time.
4. The student will achieve literacy at the appropriate grade level in the four modes of language acquisition.
5. The student will foster acculturation by the acceptance of the American culture/language without relinquishing the original native culture/language.

The following chart annotates the correlation between the ELP standards and district benchmarks:

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

WIDA Levels of English Language Proficiencies

and

CAN DO Descriptors by Grade Level Clusters:

Pre K-K

Grades 1-2

Grades 3-5

Grades 6-8

https://www.wida.us/standards/CAN_DOs/

Entrance and Exit Criteria

Eligibility Requirements

The Bilingual Education Act requires all districts to identify students with another language in their background enrolled in the schools of the district, and to determine whether or not they are limited English proficient. These children are to be identified in accordance with procedures prescribed by the state. This process is initiated when a child is first registered in the district.

This section describes the procedures to be followed to determine whether students are limited English proficient. Students who are limited English proficient are screened based on state requirements, identified as appropriate, and placed into the district ESL program to receive designated services.

Identifying Eligible Participants

In order to comply with the requirement of census, all children with a native language other than English must be identified upon entering a district. The district's census is a listing of the names of all students enrolled in the district whose native language is not English. The New Jersey Administrative Code defines native language as "...the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil" (N.J.A.C. 6:31-1.1). The native language may be identified through one or more of the following procedures (N.J.A.C. 6:31-1.2):

- Home language survey completed by school personnel as part of the registration process. Federal regulatory guidance requires that districts include, at a minimum, the following questions on a home-language survey:
 - What is the primary language used in the home, regardless of the language spoken by the student?
 - What is the language most often spoken by the student?
 - What is the language that the student first acquired (Lhamon & Gupta, 2015)?
- Teacher/staff identification

Districts should carefully develop surveys so that they do not ask questions that force a family to expose their undocumented status as per Plyer v. Doe (1982).

Upon identifying that a student's native language is other than English, the school district should administer an English language proficiency test with established New Jersey state norms. To determine whether a student should be classified as limited English proficient, the school district should establish a process for entrance with clear standards that include the following criteria:

1. English language proficiency on the W-APT Placement Test. The school district should use the State-established cutoff scores.
2. Level of reading in English.
3. The previous academic performance of the student (when applicable).
4. The input of the teaching staff member(s) responsible for the educational program of the student.

Students who score below the state established cut-off score on the W-APT and have at least one other indicator listed above, are pupils of limited English proficiency (LEP) (N.J.A.C. 6:31-1.2[b]). The district Screening Results form should be used to document whether or not students are eligible for ESL services.

<http://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

Currently, the Evesham Township School District uses the WIDA-ACCESS Placement Tests (W-APT) <https://www.wida.us/assessment/w-apt/> and follows all state established eligibility requirements. The following section identifies procedures that are utilized in determining eligibility based on either the home language survey that is part of the district registration process or teacher recommendation.

ESL Screening Procedures

For incoming Kindergarten students who attended the annual roundup in the spring:

1. Registration and Kindergarten screening should be completed at the home school; a check should be placed on the summary report if requesting an ESL screening. An ESL Screening Request form should be completed and sent electronically to weavert@evesham.k12.nj.us for each student by all schools including DES and MES.
2. All paperwork from the Kindergarten screening and student files from all home schools except DES and MES should be sent to Terri Weaver in the Curriculum Office.
3. Determination will be made as to which ESL teacher will administer assessment to students for ESL services.
4. ESL teacher will schedule screening with parent and test the child.
5. All results should be sent electronically using the ESL Screening Results form to Terri Weaver.
6. Placement will be finalized and schools will be notified by the Curriculum Office.
7. Student file will be sent to the appropriate school dependent upon qualification/acceptance of ESL services.

For all other students in grades K-8:

1. Registration should be completed at the home school and submission of the ESL Screening Request form should be sent electronically to Terri Weaver.
2. Student files from all home schools except DES/DMS and MES/MMS should be sent to Terri Weaver.
3. Procedures 3-7 above will then be followed.

Middle School Placement Note: Whenever possible, all incoming ESL students eligible for services should be placed in Red Hall @ DMS and Yellow Hall @ MMS.

Exiting Pupils from the ESL Program

This decision to exit a student from the ESL program is based on assessment results of an overall score of 4.5 or above on the *ACCESS for ELLs English Language Proficiency Test*, teacher recommendation, report cards, and standardized testing results from *PARCC*, where appropriate. The ESL Supervisor will send written notification to the parent/guardian that the child has exited the ESL program via the schools. Upon exiting the program, all students will be monitored throughout the school year and, if necessary, additional services can be provided.

Students in grades K-5 who exit the program may remain in their current school or return to their home school. Parents will be consulted and student's needs for placement will be considered. A joint decision should be made by the classroom teacher, the ESL teacher, Principal/Assistant Principal, and the ESL Supervisor. At the end of 5th grade, students who have successfully exited the ESL program will attend their home middle school.

Decisions regarding placement in the general education classrooms are usually made at the end of the school year and implemented at the opening of the following school year, but students may be referred for review whenever the ESL teacher believes that the student will be successful in the general education program. Parents of students who are to leave the ESL programs must be informed of their child's placement in general education classrooms. Students who exit will continue to have their progress monitored.

Students scoring between a 4.5 and 5.0 on the overall proficiency level on the *ACCESS for ELLs* will be looked at on an individual basis. A closer examination of the individual scores will be warranted with special attention being given to the writing proficiency level. Students that fall into this range, may continue to participate in the ESL Program based on teacher recommendation. Determination of eligibility must be made by October 1st.

Students who do not achieve an overall score of 4.5 on the *ACCESS for ELLs* assessment cannot exit the program and should complete a continuation of program form annually. Exceptions to this may be made for an ESL student with an IEP in a specialized program.

Re-entering Pupils into the ESL Program

Monitored ESL students who fail to make progress in the general education program may be considered for re-entry into the ESL program. Regular classroom teachers, with the approval of the principal, may recommend students for consideration after a minimum of one trimester to two years in the general education program. If the student is experiencing extreme difficulty in adjusting to the general education program, a waiver of the minimum time limitation may be approved by the county superintendent upon request of the chief school administrator.

Recommendations for re-entry must be based on the student's difficulty in communicating effectively with peers and adults, understanding directions given by the teachers, and/or comprehending basic verbal and written materials. Additional testing may also include using the W-APT. Students who score below the proficiency cutoff may re-enter the ESL program.

Parental Notification

The parent(s)/guardians(s) of an ESL student must be informed of their child's participation and status in an ESL program in both English and their native language (N.J.A.C. 6:31- 1.12). This includes notice of their child's placement in a program, placement in the general education, and progress reports. Letters regarding program entrance and exit must be provided in the native language, regardless of program type. Progress reports in the native language must be provided to the parents of ESL program participants unless it can be demonstrated that such a requirement would place an undue hardship upon the school district.

Additionally, parents must be consulted in the planning and development of the program (N.J.A.C. 6:31-1.14). This includes, but is not restricted to, the development and review of program objectives and dissemination of information to and from the local school district and communities served by the ELP education program.

The ESL teacher meets with the parents/guardian to discuss the results of the screening procedures and an Initial Placement Letter is sent by the school. If the child is eligible for the Evesham Township School District's ESL Program and the supervisor receives written parental consent, the child is placed in one of the magnet schools, depending on residency and ESL enrollment.

Parental Consent – Placement in ELP Program

The parent(s)/guardian(s) of the ESL student will be notified in writing stating that their child has been identified as eligible for enrollment in the ESL program, as well as when they qualify to exit the ESL program. When entering the program, such notice shall include the information that the parents have the option to decline participation in the ESL program. The notice shall be in both English and the family's native language. In addition, when the district determines that the student qualifies to exit the ESL program, they shall notify the parent(s)/guardian(s) in writing, in both English and the family's native language.

Parent(s)/guardian(s) may remove a student who is enrolled in the ESL program at any time with the following exception: during the first three years of a pupil's participation in an ESL program, a parent or guardian may only remove the pupil at the end of each school year. If a parent or guardian wishes to remove the pupil prior to the end of each school year, the removal shall be approved by the county superintendent of schools. If the county superintendent determines that the pupil should remain in the ESL program until the end of the school year, the parent may appeal the county superintendent's decision to the Commissioner of Education, or his designee, pursuant to the provisions of section 2 of P.L. 1991, c.12 (C.18A:36-19.2). The commissioner's decision shall be rendered within 30 days of the filing of the appeal.

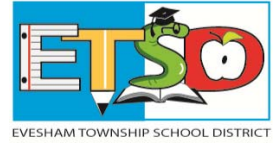
Parental Involvement

Parents must be consulted in the planning and development of the Evesham Township School District ESL Program. This includes, but is not restricted to, the development and review of program objectives and dissemination of information to all parents of ESL students. ESL parents volunteers are encouraged to come to school and share their native traditions and cultures with the student body.

Parent Notification Letter

An annual notification letter is sent based on initial placement/continuation of program within 30 days of beginning school. The letter must be sent in both English and the native language. The district letter may be translated using Google Translate (<https://translate.google.com>) or the state's version of the letter is available in many different languages at <http://www.nj.gov/education/bilingual/titletranslate.3/accountability/notification/letters/>. An addressed return envelope should also be sent with the letter. The ESL Supervisor will also send written notification to the parent/guardian of any student that has been recommended to exit the ESL program via the schools.

Notification of English as a Second Language Program Placement Initial Placement



Dear Parent(s) or Guardian:

Our district provides an English Language program for students who need instruction in English as a Second Language (ESL). Based on your child's English proficiency test scores as measured by WIDA-ACCESS Placement Test (W-APT), level of academic achievement, and/or teacher recommendation, it has been determined that your child is eligible to receive ESL instruction in our district program.

The goal of the district's ESL program is to develop in our students the language skills necessary to communicate for social and instructional purposes in order to succeed in the school environment. The curriculum is designed to help your child learn English, and teaches students the necessary listening, speaking, reading and writing skills in order to meet New Jersey Student Learning Standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1-3 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: proficiency as demonstrated by an overall score of at 4.5 or higher on the ACCESS for ELLs test, academic achievement, and teacher recommendation.

If your child has an Individualized Education Program (IEP), improvement in his/her ability to listen, speak, read, and write in English will help meet the objectives of their IEP.

Your child's level of English was measured using the WIDA-ACCESS Placement Test (W-APT). In Kindergarten, qualification for ESL services requires a score in the 0-18 range for the Listening and Speaking subtest, scores in the 0-5 range for Reading subtest, and 0-7 range for Writing subtest along with the input of the ESL teacher. In grades 1-8, qualification for ESL services requires an overall proficiency level below 4.5, along with the input of the ESL teacher.

Subtest	Raw Score/Proficiency Level
Listening & Speaking	
Reading	
Writing	
Eligibility/Overall PL	

You, as a parent/guardian, have the right to decline these services being offered to your child. Participation in this program will help your child succeed in school. It must be understood that your child's academic progress may be limited should you decide against participation in this program. Once in the program, a parent or guardian may only remove the student from the program at the end of each school year. If a parent or guardian wishes to remove the student prior to the end of each school year, the removal shall need to be approved by the county superintendent of schools.

You child will be attending _____ . Please contact the ESL Teacher at your child's school should you have any questions and complete and return the form below to your child's school by _____ .

Sincerely,

Allison Spence – DES/DMS ESL Teacher
 Joe Vitella – MES/MMS ESL Teacher
 Robin Collins – Curriculum Supervisor

Limited English Proficient Letter Program Entrance

Child's Name: _____

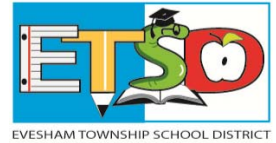
I want my child to participate in the ESL Program.

I do not want my child to participate in the ESL Program.

Parent's Signature: _____

Date _____

**Limited English Proficient Letter
ACCESS for ELLs Results - Exit of Program**



Dear Parent(s) or Guardian:

This letter is to inform you that your child has progressed to a level of English language and academic proficiency at which he/she will no longer require ESL services. This decision is based on assessment results of an overall score of 4.5 or above on the *ACCESS for ELLs English Language Proficiency Test*, teacher recommendation, report cards, and standardized testing results from *PARCC*. Your child will be monitored throughout the school year and, if necessary, additional services may be provided, including re-entering the ESL program.

Your copy of the Parent/Guardian Report for *ACCESS for ELLs English Language Proficiency Test* is enclosed. Please contact the ESL teacher at your child's school should you have any questions.

Sincerely,

Allison Spence – DES/DMS ESL Teacher

Joe Vitella – MES/MMS ESL Teacher

Robin Collins – Curriculum Supervisor

**Notification of English as a Second Language
Continuation of Program**



Dear Parent(s) or Guardian:

As you are aware, our district provides an English Language program for students who need instruction in English as a Second Language (ESL). Based on your child’s English proficiency test scores as measured by ACCESS for ELLs, level of academic achievement, and/or teacher recommendation, it has been determined that your child is eligible to continue ESL instruction in our district program. Your copy of the *Parent/Guardian Report for ACCESS for ELLs* is enclosed.

The goal of the district’s ESL program is to develop in our students the language skills necessary to communicate for social and instructional purposes in order to succeed in the school environment. The curriculum is designed to help your child learn English, and teaches students the necessary listening, speaking, reading and writing skills in order to meet New Jersey Student Learning Standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of 1-3 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: proficiency as demonstrated by an overall score of at 4.5 or higher on the ACCESS for ELLs test, academic achievement/report card grades, standardized testing results from PARCC, and teacher recommendation.

If your child has an Individualized Education Program (IEP), improvement in his/her ability to listen, speak, read, and write in English will help meet the objectives of their IEP.

You, as a parent/guardian, have the right to decline these services being offered to your child. Participation in this program will help your child succeed in school. It must be understood that your child’s academic progress may be limited should you decide against participation in this program. Once in the program, a parent or guardian may only remove the student from the program at the end of each school year. If a parent or guardian wishes to remove the student prior to the end of each school year, the removal shall need to be approved by the county superintendent of schools.

Please contact the ESL Teacher at your child’s school should you have any questions and complete and return the form below to your child’s school by _____.

Sincerely,

Allison Spence – DES/DMS ESL Teacher
Joe Vitella – MES/MMS ESL Teacher
Robin Collins – Curriculum Supervisor

**Limited English Proficient
Continuation of Program**

Child’s Name: _____

_____ I want my child to continue in the ESL Program.

_____ I do not want my child to continue in the ESL Program.

Parent’s Signature: _____

Date _____

Instructional Strategies

In order to achieve the goals of our ESL curriculum and address the various learning styles and multiple intelligences of all our students, teachers must maintain a repertoire of appropriate, effective, and flexible strategies and resources. Students are introduced to hands-on experiences involving simulations, tasks, and immersion in the language and culture. Various instructional strategies at each grade level give students the opportunity to experience the language in meaningful contexts. Major tasks and culminating events are embedded into instruction to provide authentic situations for students to apply the use of language in real-life contexts. Rather than an abundance of teacher-centered activities in the ESL classroom, the use of pair work, group work and cooperative learning is used to allow students to use English for longer periods of time in a non-threatening learning environment where the objective is communication.

By employing varied and engaging strategies appropriately, teachers assist students in applying English to their everyday lives. Strategies should include use of visuals, artifacts, manipulatives, surveys, interviews, and skits. The following table incorporates strategies and suggestions from a variety of sources including professional literature, Internet resources, other school districts' suggestions, and Evesham professionals.

Resource	Description	Suggestions for Application
Brainstorming	Gathering and recording all ideas about a topic in order to create a broad creative pool that will later be organized.	Brainstorming should: <ul style="list-style-type: none"> ● Allow for all students to collaborate in order to foster ownership and engagement; ● Represent diverse student-generated ideas about the topic; ● Allow students time to activate prior knowledge, make connections and explore new relationships.
Carouseling	A brainstorming activity where learners travel from station to station as in carousel motion sharing, recording, and reporting ideas or participating in activities.	At each station, the learners will record a response to a specific teacher-guided prompt.
Computer Simulations	Simulating events or situations on a computer to enable students to experiment with concepts or materials quickly and safely.	Computer simulations should: <ul style="list-style-type: none"> ● Provide relevant examples ● Encourage generalization and application of skills/concepts learned ● Assist students in evaluating various responses and situations ● Provide for individual creativity ● Promote reflection
Cooperative	Small heterogeneous groups of learners	Suggested structures:

Learning	working together to achieve a common goal.	<ul style="list-style-type: none"> • Think – Pair – Share • Investigation • Partner quiz • Team interview • Peer tutoring
Display Devices	Interactive, visual, conceptually-oriented devices that incorporate student involvement (art reproductions, bulletin boards, posters, PowerPoint/Slide Presentations).	<p>Display Devices should:</p> <ul style="list-style-type: none"> • Present concepts • Motivate interest • Stimulate discussion • Synthesize concepts • Invite student contributions
Fiction and Nonfiction Print Material	Various literary forms which are integrated to increase depth and breadth of understanding of language concepts.	<ul style="list-style-type: none"> • Connect world language concepts through exposure to related literature • Analyze world situations based upon news articles • Utilize print materials to research particular areas of interest or need • Analyze primary and secondary sources for legitimacy and validity
Flexible Grouping	Utilization of a variety of grouping options, including cooperative groups, whole class, small group, partners and individuals, to achieve goals and concepts.	Participate in several different grouping options in order to analyze, synthesize, investigate, challenge, and defend as it relates to concepts in world language/cultures.
Games	Motivational activities that introduce, reinforce, and review skills. Examples: Bingo, Buzz, Concentration, Jeopardy, 7-Up, Hangman, etc.	<ul style="list-style-type: none"> • Participate in teacher and/or student-created games. • Participate in interactive computer games. • Participate in appropriate commercially-developed games related to language acquisition.
Guided Practice	Students receive hands-on instruction and feedback following initial instruction/modeling.	Teacher models proper technique/strategy/skill and then provides guidance as students practices.
Graphic Organizers	Visual illustration of verbal and/or mathematical statements; they help the learner organize, comprehend, summarize, and synthesize information.	<p>Examples include the following:</p> <ul style="list-style-type: none"> • Timeline • Problem/solution outline • Network • Cycle • Venn diagram • Tree diagram • Mindmap • Web • Ranking ladder • K-W-L chart
Graphic	Information organized and presented	<ul style="list-style-type: none"> • Extrapolate data.

Representations / Organizers	graphically; pictorial device demonstrating language concepts, e.g., charts, graphs, tables, diagrams, flowcharts, maps.	<ul style="list-style-type: none"> • Classify and organize information. • Evaluate/record information. • Utilize appropriate format (chart, graph, etc.). • Summarize/synthesize information.
Interdisciplinary Activities	Teachers collaborate to relate language acquisition and/or cultural understanding to other content areas including Language Arts, Math, Science, and Social Studies, and the Related Arts.	<ul style="list-style-type: none"> • After completing a unit on geography, the students plot their homes and discuss the similarities and differences of the geography of their homeland to New Jersey. • While practicing dance in physical education, the students research the origin and cultural influence.
Jigsawing	Each student in turn becomes the "expert" on one topic by working with members from other teams. Upon returning to their team, each "expert" teaches the home group.	<p>May be used for the following:</p> <ul style="list-style-type: none"> • Acquiring new language concepts. • Reviewing concepts learned. • Learning and sharing different points of view.
Making Models	Models, dioramas, posters, and other projects created by students to increase interest in and understanding of language concepts.	<ul style="list-style-type: none"> • Create representations. • Synthesize concepts. • Stimulate discussion.
Media	Observe, integrate, and evaluate information that brings the real world into the classroom.	<ul style="list-style-type: none"> • Computers • DVD • TV • Recording devices • Audio-visual devices • Listening centers • Internet • Streaming Services
Modeling / Demonstrations	The act of demonstrating the behavior or activity which is to be elicited from the learner.	<p>Teacher can model:</p> <ul style="list-style-type: none"> • An activity that learners will replicate. • A demonstration to motivate interest, present a world language concept for discussion or reflection. • Involve learners in a simulation.
Questioning	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom's Taxonomy, higher and lower level, open and closed.</p> <ul style="list-style-type: none"> • Know goal; select context • Plan questions • Phrase questions clearly • Allow flexibility • Avoid yes/no questions • Allow wait time (at least 3 seconds) 	<ul style="list-style-type: none"> • Ask higher-level, open-ended questions (How & Why). • Allow students to react to and rephrase other responses.

	<ul style="list-style-type: none"> • Avoid saying learner’s name before the questions • Select learners randomly • Use positive feeling tone • Remain neutral to all answers allowing for reflection • Use probing techniques to elicit more thorough responses • Redirect and rephrase • Use learner’s questions for instruction 	
Notebook or Journal	A convenient, familiar, and flexible method for students to record and reflect on their thoughts, feelings, ideas, experiences, or thought processes.	<p>May be used in the following ways:</p> <ul style="list-style-type: none"> • Responding to an open-ended question • Recording a strategy, technique, or idea employed to solve a posed task • Recording notes from the teacher or group discussion • Reflecting on a role-play scenario or presented problem
Problem-Based Learning	Posing authentic (real-world) problems using inductive teaching where students work out basic principles for themselves.	<p>Problem-based learning should:</p> <ul style="list-style-type: none"> • Be meaningful to the students • Foster higher level thinking • Allow for collaboration • Consider divergent perspectives • Present skills/content in context
Problem-Solving Process	A structure which gives students a guide for reasoning and solving problems. In each step, students are asked questions that help direct their thinking. The process may be referred to as the decision-making process.	Students use a systematic process to determine possible decisions and outcomes, and then make a decision which supports the appropriate response(s).
Reflection	Reflections may be completed in notebooks/journals or through discussion. Encourage students to think about and organize information and feelings related to experiences, and provide opportunities for students to reflect on their own understanding, often used in self-assessment, unit review, or activity culmination.	<p>Reflection should:</p> <ul style="list-style-type: none"> • Consider individual and group goals • Provide time to think • Encourage dialogue <p>May be used in the following ways:</p> <ul style="list-style-type: none"> • A culminating activity for a lesson on persuasive writing, ask students to write a reflection about how they would request a friend or family member to make a change. • After playing a game, students reflect on their individual contributions to the team and how they impacted the group’s performance.

Research	Use of various language materials to answer questions about a topic.	<ul style="list-style-type: none"> • Extends knowledge of a specific topic • Utilize reference materials to learn about areas of interest or need • Present new information to whole class
Role Playing	Students express and reinforce themes throughout the unit.	<ul style="list-style-type: none"> • Puppets • Props • Cue cards
Scaffolding	Providing temporary support until help is no longer needed.	<p>Scaffolding should:</p> <ul style="list-style-type: none"> • Build on the students' existing knowledge • Come in various forms (examples, explanations, models, organizers, templates, equipment, etc.) • Consider individual needs • Be gradually removed to encourage independence • Build confidence
Show-and-Tell / Museum	A designated area of the classroom used to display real-world objects reflective of the native language culture or special student presentations.	Students collect various culturally authentic objects.
Storytelling	Students and/or teacher narrate from a culturally authentic text.	<ul style="list-style-type: none"> • Cadena (chain story) • Storybooks • Hand-crafted books
Surveys / Interviews	Students conduct surveys/interviews to practice various themes and/or concepts	<ul style="list-style-type: none"> • Ask and answer a target question • Create interview questions
Thinking Aloud	Verbalizing "inner dialogue" or thought processes used in creation or analysis of work.	<p>Thinking aloud should provide students with a strategy for:</p> <ul style="list-style-type: none"> • Problem-solving • Decision-making • Evaluating resources • Implementing the creative process • Effectively communicating ideas
Tools and Manipulatives	Concrete materials such as puppets, artifacts, costumes, models, and clay.	<ul style="list-style-type: none"> • Explore relationships: human, environmental, cultural • Create: three-dimensional representations • Identify/Locate: geographic regions • Compare/Contrast: cultural regions, families, governments
Total Physical Response (TPR)	In a natural approach to learning English, listening is the most basic of the language learning skills. One	Teacher and students use gestures to reinforce the meaning of words and phrases in the target language.

	<p>excellent technique to practice this skill is using the Total Physical Response (TPR) method in which students respond to verbal stimuli through physical action. In an effectively structured English-speaking classroom, the other skills of speaking, reading, and writing will follow in natural progression.</p>	
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Assessment and Evaluation

Student assessment is useful to observe and describe performance, diagnose instructional needs, assess progress, plan instruction, and communicate progress to others.

A variety of assessment strategies are used to adequately monitor and evaluate individual children's development of English in the areas of speaking, listening, reading, and writing. Assessment strategies and tools should closely match instructional strategies and activities, both in format and design.

Assessment should be ongoing and multi-dimensional, both driving instruction and evaluating progress. Formative assessment allows teachers to monitor student understanding, to provide feedback and to make adjustments to instruction as students become knowledgeable about the English language. Summative assessment ensures that students are attaining their grade-level proficiencies, and acquiring mastery of information to help them use the language at a novice level. Both forms of assessment are delineated in this curriculum guide in the Can-Do Descriptions for each grade cluster.

Feedback from assessment tasks assists students in setting goals and becoming independent learners. Effective assessment holds students accountable for their learning. Toward this end, assessment needs to be meaningful to both students and teachers, and authentic in nature. The assessment strategies that following will be utilized by ESL teachers to assist in evaluating student progress.

Assessment Strategy	Description
Anecdotal Notes	Teacher comments written to memorialize student behavior, conversation, or technique; can be used to inform other forms of assessment (ex. checklists).
Checklists	A checklist is constructed to target skills and provide a systematic record for each student's performance. This checklist may list behaviors, skills or attitudes, and can have point value assigned to specific behaviors being assessed.
Group Discussions and Critiques	Structured or guided conversations among students and/or teachers that give insight into the understandings of the class as a whole; peer assessment involves using feedback from another student with similar standing (e.g. grade level); requires documentation by student and/or teacher.
Interviews	The teacher and student interact in a dialogue about the content and the proficiency being explored, using a predetermined set of criteria.
Work Samples	These include journal entries and pictorial records of tasks completed.
Observation	The teacher observes students in a learning situation, checks for evidence of understanding, and processes the information so that instructional decisions can be made.

Open-Ended Problems	An open-ended problem is posed in which the student is given a situation and is asked to write a response. This strategy requires the student to demonstrate his/her understanding of the process and the solution. This written response is then read and evaluated according to a predetermined set of criteria contained in a rubric.
Oral Presentations or Demonstrations	These presentations by students provide opportunity for student understanding of social studies concepts to be observed. These can be formal or informal, and involve using a rubric or checklist reflecting criteria being assessed.
Performance-Based Tasks	Tasks that require students to undertake an action or create a product that demonstrates the application of their knowledge or skills. Performance assessment tasks include demonstrations, presentations, completing projects, or assembling a portfolio of representative work.
Portfolios	A collection of projects, documents, and supportive materials pertaining to ideas, processes, and products; may be in many forms, from photographs to electronic journals and logs.
Problem-Solving Based Investigations	A problem is posed which has multiple solutions. Students develop appropriate methods to solve the problem. They may work individually or within a group. The teacher can observe, question, or interview students as they work. Students are expected to generate a product, such as a drawing, display, table, graph, or written explanation. This will be shared upon completion of the investigation.
Project Tasks	A specific task is assigned to apply social studies concepts using a predetermined set of criteria. Students may work individually or in a group.
Questioning	Questions are asked to evaluate student's thinking and reasoning. The questions must require student to think about social studies and provide opportunities to discover and validate ideas.
Rating Scales and Rubrics	Closely related to checklists, but generally rely on a numerical or value system for translating judgments, quality, or degree.
Self Assessment/ Self Reflection	Students evaluate themselves, for example in terms of their learning or completion of required tasks; Can be used in conjunction with other forms of assessment such as checklists, rating scales/rubrics, group discussion/critique.
Tests	The following tests may be used to assess student learning: <ul style="list-style-type: none"> ● Appropriate teacher-made tests and quizzes ● Student-made tests

Progress Report

At the end of each trimester, a descriptive commentary detailing the student's progress is completed and sent home. The data for these reports is collected through daily observation samples of the student's work and interaction with the general education teacher. A copy of this report is placed in the student's school file and another in his/her ESL file. Samples of the student's work are also kept in their ESL folders.

Year End Assessment

Each spring the ACCESS for ELLs 2.0 assessment is administered to all ESL students in order to measure their overall progress in language development during the past year. Copies of test scores are kept in student's cumulative files.

The ESL teacher, the classroom teacher and ESL Supervisor will review the results of the ACCESS for ELLs 2.0 and the Progress Reports to determine if an ESL student should remain or exit the program.

Background on the W-APT and Correlation to the ACCESS for ELLs

The WIDA Consortium has created a comprehensive assessment system anchored in the WIDA English Language Proficiency Standards, Pre-Kindergarten through Grade 12. Aligned to these standards is the ACCESS for ELLs 2.0 test of school-based English language proficiency (ELP). This secure, annual assessment gives educators and parents information about the ELP level of English language learners in Kindergarten through grade 12 in the language domains of Listening, Speaking, Reading, and Writing.

Derived from the standards-based ACCESS for ELLs, the WIDA ACCESS Placement Test (W-APT) is designed to be an initial measure of a new student's English language proficiency level. Both ACCESS for ELLs and W-APT assess student's English language proficiency in all five WIDA ELP Standards, which encompass:

Social and Instructional Language

- The language of Language Arts
- The language of Mathematics
- The language of Science
- The language of Social Studies

The tests are designed for English language learners in second semester pre-kindergarten through grade 12 and are broken down into five grade level clusters: Kindergarten (includes second semester pre-K), Grades 1-2, Grades 3-5, 6-8 and 9-12. For each grade level, there is a test in each of the four language domains: Listening, Speaking, Reading, and Writing.

Interdisciplinary Connections

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas of the curriculum. Integrating and connecting various content areas improves learning outcomes and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. In Evesham, interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to examining how curriculum themes, project-based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards merge, while always keeping student best interests at the heart of this work. The following areas are integrated into all areas of the instructional program:

Language Arts Literacy

Anchor Standards for Reading

Key Ideas and Details

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- NJSLSA.W10 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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics:

- NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.
- NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.
- NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Science and Engineering Practices

(New Jersey Student Learning Standards: Next Generation Science Standards):

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating and communicating information

Social Studies (6.3.P-8.A-D):

Social Studies Standard 6.3: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Technology

- Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

Comprehensive Health and P.E. (2.2.2-8.C1-3):

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
		2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
		2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

21st CENTURY LIFE AND CAREER SKILLS:

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

In Evesham, 21st century life and career skills focus on enabling student to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. It is our goal to build a solid foundation for the high school that foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.

- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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