



Liberty High School

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Course Syllabus

Course Name and Code: ESL 1 / ESS81

Term and Year: Fall 2018

Teacher: Ms. Finkelman

Email: Efinkelman@schools.nyc.gov

Course Description: At the ESL-1 level, language learning is driven by the need of students to acquire basic interpersonal communication skills in English, as well as being exposed to complex text and academic language that is used across subject areas. Visuals and gestures are vital at this stage. In ESL 1, students will begin to acquire the vocabulary and grammatical structures required both to comprehend and respond to ideas and information related to a variety of context embedded topics such as: personal identity, the physical environment, school, home and family, and community life, which will allow students to think about who they are as individuals, the importance of self-acceptance, and understand how conflicts are a natural part of being. The course will include learning activities, performance tasks, and/or culminating projects based on appropriately complex narrative and informational academic texts connected to the topics. In working to acquire these skills, students will inquire about the essential question “How do the world’s resources and physical environment shape my personal identity and others in my community?” and “How does one’s personal identity cause them to interact with the world’s resources.”

Topics/Aims Covered:

Activity 1: Introduction and Classroom Resources

Topics Include: What resources do we have in the classroom and how do we use them to enhance our learning? How do we use dictionaries? How do we identify and use classroom items? How do we use Skedula, email, and other internet resources to aid our performance in the classroom?

Activity 2: Resources at Home

Topics Include: Family, Prepositions of location, descriptions of home in home country and home in NYC, shopping, and clothing.

Activity 3: Food

Topics Include: Describing food, comparing and contrasting the nutritional content of food. Where does food come from? How do we grow food? How does geography effect food availability?

Activity 4: Money and Careers

Topics Include: Millionaire Research Project (What would you spend your money on if you had a million dollars) and Job Story Writing (what would a day in your future look like with your ideal job). How money effects social status. Comparing and contrasting what one dollar can buy in different countries.

Activity 5: Wealth of Culture

Topics Include: What types of resources add to a place's cultural wealth. Students will look at familial relationships in different countries and certain elements of cultural wealth like art, storytelling, folklore, film, and holidays.

Activity 7: World Resource Project

SWBAT: Create an imagined world.

SWBAT: Create a map of the imagined world, including its natural resources.

SWAT: Present their projects to the class

SWBAT: Evaluate their peers and group members by deciding which world to purchase.

SWBAT: Demonstrate their attentiveness to their peers presentations by expressing which of the worlds they would want to purchase.

Course Objectives:

- Determine a theme or central idea of a text and analyze in detail its development. Provide a summary of a text.
- Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.
- Introduce a claim
- Introduce a topic, organize ideas, and develop the topic with relevant facts
- Write a narrative
- Conduct a short research project to answer a question
- Participate in a range of collaborative discussions , one to one, groups or teacher led
- Pose and respond to questions that relate to current discussion and to broader theme

Texts / Resources / Materials Needed:

Texts: newsela.com articles, *Oxford Picture Dictionary for the Content Areas* Workbook and Visual Dictionary, and other texts to be determined and provided by the teacher at a later date.

Materials Needed:

- No. 2 Pencil with eraser
- Black or blue pen
- Highlighter
- Spiral or Composition notebook
- Liquid paper
- Non-electronic sharpener
- Native Language/English Dictionary

Requirements for Successfully Completing this Course:

The classroom policies for this course are as follows:

- Students are expected to attend all class sessions on time and to complete all assigned work.
- Students are expected to respect all agreed upon classroom policies and rules which are posted in the classroom.
- Students are expected to submit all homework and classwork on time.
- Students are expected to respect their peers, the teacher, and themselves.
- Cellphones are allowed only when the teacher permits, and for translation only

- Students are only allowed to use the bathroom when they provide the teacher with a pass (to be distributed at the beginning of the semester). Students must adhere to the bathroom policy posted in the classroom. Exceptions will be made for emergencies.

Failure to do any of the above will result in a lowered grade. Students enter the classroom with 15 daily participation points. Upon breaking the agreed upon rules students will:

- 1. First, receive a verbal warning.*
- 2. Second, have their daily participation grade lowered by 5 points.*
- 3. Third, receive 0 participation points for the day.*
- 4. Upon receiving three 0's, the student's home will be called.*

Grading Policy and Marking Periods:

Students will receive a participation grade everyday. Their participation grades will be averaged and one grade for each week will be posted on Skedula every 1-2 weeks. Their daily participation grade is out of 15 points. Along with a daily participation grade, students will also receive a daily classroom grade and homework grades. The total amount of points a student can receive each day for classwork and homework will vary, but is usually also around 15 points for each. Students' homework and classwork grades will also be posted every 1-2 weeks. Lateness and failure to submit assignments will result in lower grades. Students will be given regular opportunities for make-up work and extra credit assignments in order to raise their grades. Students will receive formal report cards at the end of each marking period (see below). Grades are at the discretion of the teacher and are based on students' mastery of the course objectives. Students are encouraged to continually meet with the teacher in order to discuss their progress in the class.

School-wide Grading Policy: 40% Assessments. 30% Quizzes. 30% Participation, Classwork, HW.

Department Grading Policy: 40% Assessments. 30% Quizzes. 30% Participation, Classwork, HW.

Marking Periods Fall 2018-19

First Marking Period: September 5, 2018 – October 17, 2018

Second Marking Period: October 18, 2018 – November 30, 2018

Third Marking Period: December 3, 2018 - January 18, 2019

Fall Final Exams- January 14-18

Marking Periods Spring 2018-19

First Marking Period: January 29, 2019 – March 15, 2019

Second Marking Period: March 18, 2019 – May 3, 2019

Third Marking Period: May 6, 2019 – June 14, 2019

Finals- June 10-14

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I have discussed with my son/daughter what is necessary to be a successful student in this class. I can be contacted at the number listed below.

Parent/Guardian Signature:

Parent/Guardian Telephone Number:

Parent /Guardian Email:

I understand what is expected of me in class to be a successful student. I promise to do my very best every day and to follow the teacher's and the school's rules.

Student Signature:

Student Cell Phone:

Student Email:
