

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
ESL DEPARTMENT**

ESL READING
#0026 & #0027

Curriculum Guide

September 2005

Mrs. Judith Rattner, Superintendent
Mr. Matthew Jennings, Assistant Superintendent
Dr. Mary Ann Kjetsaa, District Supervisor

Developed by: Mary Driscoll

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/15/2005.

TABLE OF CONTENTS

	Page
Philosophy and Rationale.....	1
Course Proficiencies.....	2
Course Objectives	2
Student Proficiencies	4
Methods of Evaluation.....	6
Course Outline/Student Objectives	7
Summer Reading Assessment - Appendix A	16
New Jersey Core Curriculum Standards Code Sheet	17
Resources/Activities Guide.....	18
Suggested Audio Visual/Computer Aids.....	19
Suggested Materials	20

PHILOSOPHY/RATIONALE

English as a Second Language Reading is designed to prepare the students with limited English proficiency to use English to read various text and literature with comprehension and critical analysis. This course also prepares ESL students for mainstream classes and the High School Proficiency Assessment. In addition, the curriculum provides opportunities for second language learners to develop an understanding and appreciation of American culture and people who are different while communicating effectively and retaining respect for the native culture.

The course includes the reading and study of the short story, poetry, drama, non-fiction, and the novel and also works to refine writing and speaking skills. The course is divided into four units based on theme: Unit I - Opening Doors, Unit II - The Human Spirit, Unit III - Finding Our Heroes, and Unit IV - Hard Choices. The following course content/student objectives outline the scope of the course but not the sequence. This outline delineates what could be included over the course of a full year or split into semesters. The organization of material will be based on the grade level, maturity, and English proficiency of students in the program. A summer reading list will be given to students prior to the class.

ESL Reading is a semester or full-year course earning 2.5 or 5.0 credits, which can be repeated for credit. This course is designed for ESL students in grades 9-12. ESL Reading addresses the New Jersey Core Curriculum Content Standards for Technology Literacy and New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills as well as addressing and integrating the New Jersey English Language Proficiency Standards and the New Jersey Language Arts Core Curriculum Content Standards. The New Jersey English Language Proficiency Standards and the New Jersey Language Arts Core Curriculum Content Standards include five standards: reading, writing, speaking, listening, and viewing. This curriculum guide also integrates the Teachers of English to Speakers of Other Languages (TESOL) Goals and Standards.

Reading: As a result of reading fiction and nonfiction, students will broaden vocabulary and general knowledge base. Students will also develop strategies to cull information from texts to create appropriate written and oral responses.

Writing: As a result of their analysis of prose and poetry throughout the course, students will be able to identify and employ effective writing techniques. These will be demonstrated through several modes of writing.

Speaking: As a result of class discussion, students will be able to communicate their thoughts clearly and participate in activities that provide opportunity to speak for a variety of real purposes and audiences.

Listening: As a result of class discussion and listening exercises, the students will be able to respond appropriately by answering specific questions and participating in focused discussions.

Viewing: As a result of exposure to various visual aids, students will be able to interpret and analyze content, meaning, and organization of the material.

The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To encourage students' ability to think critically about literature, author's purpose, and the significance of historical context. (3.1/E1,2,3, G5,7,8,11)
2. To develop students' sense of awareness of universal themes in literature through the study of core texts and various genres. (3.1/G1,2,3,4,5)
3. To broaden students' exposure to world literature through the study of core texts and various genres. (3.1/D1,2,3, G3,4,5)
4. To develop students' ability to identify literary techniques and devices through the study of core texts and various genres. (3.1/D3, G7,8,11; 3.2/B1,3,5)
5. To develop students' ability to analyze literature and convey their ideas through written and oral reflection. (3.2/B1,3,4,5; 3.3/A1, B4,5, D1)
6. To develop students' comfort with and ability to write in a variety of modes as they practice writing as a process. (3.2/A1,2,3,4,5,6,7, B3,4,5,9,11, C1,3,4,5, D1,2,5)
7. To emphasize instruction in the following writing modes: persuasion, comparison/contrast, narrative, expository, and descriptive. (3.2/A1,2,3,4,5,6,7, D1,2,4,5)
8. To prepare students' for standardized tests (HSPA/SAT) through familiarizing them with the tests' formats and expectations for achievement. (3.2/D1,2)
9. To increase student competency in the use of standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. (3.2/C1,3,4,5,6)
10. To increase student ability to demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective style. (3.2/C2)
11. To provide opportunities and instruction for students to hone their questioning and speaking skills through preparation for oral presentations, small group discussions, and class discussions. (3.3/A-D all indicators)
12. To develop student listening comprehension and active listening skills. (3.4/A-B all indicators)
13. To use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions). (3.5/A-B all indicators)

COURSE PROFICIENCIES (continued)

14. To develop an understanding and appreciation of American culture and people who are different while communicating effectively and retaining respect for the native culture. (3.1/A, B, C, D1,2,3, E1,2,3, F1,2,3, G1,3,4,5,6,8,9,10,11, H1,2,3,4,5,6; 3.2/A1,2,3,4,5,6,7, B1,2,3,4,6,7,8,9,12, C1,2,3,4,5,6,7,8, D1,2,3,4,5,6,7,8; 3.3/A1,2,3,4, B1,2,3,4,5,6,7, C1,2, D1,2,3,4,5,6; 3.4/A1,2,3, B1,2,3,4; 3.5/1,2,3, B1,2, C1,2,3)
15. To understand that American and world history and culture have affected and influenced and are the background of literature and the interpretation of literature. (3.1/G1,2,3,4,5,6,7, 8,9,10,11,12,13, H1,2,3,4,5,6; 3.4/A1,2,3, B1,2,3,4; 3.5/A1,2,3, B1,2, C1,2,3)
16. To use English to achieve academically in content areas: interaction in the classroom; to obtain, process, and construct subject matter information in spoken and written form; and use appropriate learning strategies and apply academic knowledge. (3.1/A, B, C, D1,2,3, E1,2,3, F1,2,3, G1,3,4,5,6,8,9,10,11, H1,2,3,4,5,6; 3.2/A1,2,3,4,5,6,7, B1,2,3,4,6,7,8,9,12, C1,2,3,4,5,6,7,8, D1,2,3,4,5,6,7,8; 3.3/A1,2,3,4, B1,2,3,4,5,6,7, C1,2, D1,2,3,4,5,6; 3.4/A1, 2,3, B1,2,3,4; 3.5/1,2,3, B1,2, C1,2,3)
17. To use English in socially and culturally appropriate ways: use the appropriate language variety, register, genre according to audience, purpose, and setting; use nonverbal communication appropriate to audience, purpose, and setting; and use appropriate learning strategies to extend sociolinguistic and socio-cultural competence. (3.1/A, B, C, D1,2,3, E1,2,3, F1,2,3, G1,3,4,5,6,8,9,10,11, H1,2,3,4,5,6; 3.2/A1,2,3,4,5,6,7, B1,2,3,4,6,7,8,9,12, C1,2,3,4,5,6,7,8, D1,2,3,4,5,6,7,8; 3.3/A1,2,3,4, B1,2,3,4,5,6,7, C1,2, D1,2,3,4,5,6; 3.4/A1, 2,3, B1,2,3,4; 3.5/A1,2,3, B1,2, C1,2,3)

*See last page of scope and sequence for details regarding the identification of the New Jersey Core Curriculum Content Standards addressed in this curriculum guide.

STUDENT PROFICIENCIES

The student will be able to:

1. Understand and apply the writing process to develop a coherent five-paragraph essay with a thesis statement.
2. Demonstrate understanding of basic rules of grammar and syntax.
3. Read, interpret, and examine literature of a variety of genres.
4. Read, demonstrate comprehension, interpret, and examine each unit's core (required) text(s):
 - a. Unit 1: *Romeo and Juliet* by William Shakespeare and *The Inspector-General* by Anton Chekov.
 - b. Unit 2: *Lord of the Flies* by William Golding and selected poems
 - c. Unit 3: *To Kill a Mockingbird* by Harper Lee and selected short fiction and nonfiction works.
 - d. Unit 4: *Great Expectations* or *Tale of Two Cities* by Charles Dickens.
5. Read and offer independent analysis of a poem.
6. Demonstrate comprehension of summer reading text(s).
7. Demonstrate comprehension of outside reading texts.
8. Recognize Greek word origins – *The Odessey* by Homer.
9. Use a variety of research materials to gather information for a report.
10. Cull relevant information from informational texts.
11. Recognize authentic information and primary sources used for research.
12. Understand critical reading techniques such as understanding inference and dialogue used to support successful achievement on standardized tests.
13. Understand and use vocabulary words selected from literature.
14. Judge the most appropriate graphic organizers to use with various text types for memory retention and monitoring comprehension.

STUDENT PROFICIENCIES (continued)

15. Read texts aloud with fluency.
16. Participate thoughtfully in class literature discussions.
17. Present information discovered through research or analysis.
18. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of literary selection, or scientific or educational presentation or debate.
19. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).

METHODS OF EVALUATION

1. Homework and class work.
2. Class participation.
3. Tests and quizzes.
4. Writing assignments.
5. Authentic assessment projects.
 - a. Performance projects: skits and plays.
 - b. Literature discussion.
 - c. Research.
 - d. Informal debate.
 - e. Art/technology based projects.
6. Portfolio of published work.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

B - Beginner
I - Intermediate
A – Advanced

The student will be able to:

*NJ Core Curriculum Standards/ Grades	Strands & Indicators	Course Outline/Student Objective	B	I	A
3.1/12	A,B,C,D1,2,3 E1,2,3 F1,2,3 G1,2,3,4,5,6,7,8,9,10,11 H1,2,3,4,5,6	I. Summer Reading Assignment (See Appendix A) A. Students Will Read One or Two Books Approved by Teacher B. Students Will Keep a Reading Journal of Summaries and Reactions Each Time They Read	X X	X X	X X
3.1/12 3.2/12 3.3/12 3.4/12	A1,4 B1,2 C1,2,3 D1,2,5 E1,2,3 F1,4,5 G1,2,3,4,5,8,13,14 A1,2,3,4,5,6,7 B1,2,3,4,5,6,7,8,9,10,11,12 C1,2,3,4,5,6,7,8 D1,2,3,4,5,6,7,8 A1,2,3,4 B1,2,3,4,5,6,7 C1,2 D1,2,3,4,5,6 A1,2,3 B1,2,3,4	II. Unit 1: Opening Doors “A journey of a thousand miles must begin with a single step.” - Lao Tzu. We come across many doors in a lifetime – doors into relationships, responsibilities, and opportunities. Sometimes opening a door can change our lives. The door can be the world of English words. This unit for the ESL student will explore the first steps in high school reading skills and literary elements including learning strategies, PQ3R, the short story – elements of literature, types of poetry and basic terminology, and the novel. A. Short Stories 1. Suggested readings a. “ <i>The Cask of Amontillado</i> ” b. “ <i>The Necklace</i> ” c. “ <i>The Most Dangerous</i> ” 2. The study of the short story should include an examination of the literary elements			

		<p>II. Unit 1: Opening Doors (continued)</p> <p>a. <i>Great Expectations</i> or <i>A Tale of Two Cities</i></p> <p>b. another novel chosen by the teacher</p> <p>2. The study of the novel, <i>Great Expectations</i>, should include the examination of how each of these elements becomes expanded and more intricate in this genre</p> <p>3. Plot – addition of sub-plots</p> <p>4. Setting – multiple settings</p> <p>5. Character – greater character development</p> <p>6. Point-of-view – close examination of narrator</p> <p>7. Theme – multiple themes and complicated symbolism</p> <p>8. Irony – throughout the novel</p> <p>D. Learning Strategies (Cognitive)</p> <p>1. Advance organization – preview, skim, gist</p> <p>2. Organization planning – plan what to do</p> <p>3. Selective attention – listen or read selectively, scan, find specific information</p> <p>4. Self-management – plan when, where, and how to study</p> <p>5. Elaboration of prior knowledge – use what you know, use background knowledge, make analogies</p> <p>6. Summarizing – say or write the main idea</p> <p>Note: Once these learning strategies are introduced, the students will continue to use them throughout the year according to the individual level of English proficiency</p> <p>E. Reading Skills</p> <p>1. Identify and explain text features that contribute to comprehension. Identify and use common textual and graphic features or organizational structures to</p>	X	X	
			X		
			X		
			X		
				X	
				X	
					X
			X		
			X		
				X	
			X		
					X

3.1/12	A,B,C,D1,2,3 E1,2,3 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9,10,11, 13,14 H1,2,3,4,5,6	<p>III. Unit 2: The Human Spirit</p> <p>It has been said that we are the hero of our own story. Everyday people work; they endure; they perform little acts of kindness and generosity. They help one another and console one another. They may even find themselves surprisingly brave. They do it all without glory or excitement, without applause or notice, until someone stops to pay attention. Their stories, when recorded, reveal much that the human spirit is capable of. These stories also tell us a great deal about who we are and who we may become. This unit for the ESL student will explore the character of the human spirit.</p> <p>Note: The study of this theme follows the pattern established in Unit 1 and is not repeated in great detail here. Refer back to Unit 1 for specifics in reading skills.</p> <p>A. Short Stories</p> <ol style="list-style-type: none"> 1. Suggested reading <ol style="list-style-type: none"> a. <i>“The Scarlet Ibis”</i> b. <i>“The Interlopers”</i> c. <i>“A Christmas Carol”</i> 2. Literary elements – see Unit 1 for specifics <p>B. Poems</p> <ol style="list-style-type: none"> 1. Suggested reading <ol style="list-style-type: none"> a. <i>“Fire and Ice”</i> b. <i>“The Seven Ages of Man”</i> c. <i>“The Road Not Taken”</i> 2. Literary elements – see Unit 1 <p>C. Novel</p> <ol style="list-style-type: none"> 1. Suggested reading <ol style="list-style-type: none"> a. <i>To Kill a Mockingbird</i> or <i>Grapes of Wrath</i> b. another novel chosen by the teacher 2. Literary elements – see Unit 1 for specifics 				
3.2/12	A1,2,3,4,5,6,7 B1,2,3,4,5,6,7,8,9,10,11,12 C1,2,3,4,5,6,7,8 D1,2,3,4,5,6,7,8					
3.3/12	A1,2,3,4 B1,2,3,4,5,6,7 C1,2 D1,2,3,4,5,6					
3.4/12	A1,2,3 B1,2,3,4			X	X	X
3.5/12	A1,2,3 B1,2 C1,2,3					
8.1/12	A1,2,5,6,8,9 B1,2,3,4,6,7,8,9,11.12			X	X	X
9.1/12	A1,2,3,5 B1,2,3,4					
9.2/12	A1,2,3,4,5 B1,2,3 C1,2 D1,2,3,4,5					
TESOL Goal 2 Standard 3 Grades 9-12	F1,2,3,4,5,6			X	X	X

		<p>III. Unit 2: The Human Spirit (continued)</p> <p>D. Learning Strategies (Cognitive)</p> <ol style="list-style-type: none"> 1. Groupings – classify and construct graphic organizers 2. Deduction/Induction – use a rule/make a rule 3. Imagery – visualize and make a picture 4. Auditory representation – use your mental tape recorder and hear it again 5. Making inferences – use context clues, guess from context, and predict <p>Note: Once these learning strategies are introduced, the students will continue to use them throughout the year according to the individual level of English proficiency.</p>	X	X	X
3.1/12	A,B,C,D1,2,3	<p>IV. Unit 3: Finding Our Heroes</p> <p>“We have not even to risk the adventure alone, for the heroes of all time have gone before us.” – Joseph Campbell. Our heroes tell who we want to be. They tell what matters to us. We often fail, at least at first, to recognize heroes, but heroes may be anywhere – even our neighborhoods, even our own homes. This unit for the ESL student will explore the qualities that they associate with the word hero, stories of heroes, and acts of heroism.</p> <p>Note: The study of this theme follows the pattern established in Unit 1 and is not repeated in great detail here. Refer back to Unit 1 for specifics in reading skills.</p> <p>A. Short Stories</p> <ol style="list-style-type: none"> 1. Suggested reading <ol style="list-style-type: none"> a. <i>The Golden Kite, The Silver Wind</i> b. <i>A Retrieved Reformation</i> 2. Literary Elements – see Unit 1 for specifics <p>B. Poem</p> <ol style="list-style-type: none"> 1. Suggested reading 			
3.2/12	E1,2,3 F1,2,3,4,5 G1,2,3,4,5,6,7,8,9,10,11,13,14 H1,2,3,4,5,6				
3.3/12	A1,2,3,4,5,6,7 B1,2,3,4,5,6,7,8,9,10,11,12 C1,2,3,4,5,6,7,8 D1,2,3,4,5,6,7,8				
3.4/12	A1,2,3,4 B1,2,3,4,5,6,7 C1,2 D1,2,3,4,5,6		X	X	X
3.5/12	A1,2,3 B1,2 C1,2,3		X	X	X

8.1/12	A1,2,5,6,8,9	<p>IV. Unit 3: Finding Our Heroes (continued)</p> <p>a. <i>The Odyssey</i></p> <p>b. <i>The Courage That My Mother Had</i></p> <p>2. Literary elements – see Unit 1 for specifics</p> <p>C. Novel</p> <p>1. Suggested reading</p> <p>a. <i>Pride and Prejudice</i> or <i>Jane Eyre</i></p> <p>b. Another novel chosen by the teacher</p> <p>2. Literary elements – see Unit 1 for specifics</p> <p>D. Learning Strategies (Cognitive)</p> <p>1. Resourcing – use reference materials</p> <p>2. Notetaking – take notes on idea maps, T-lists</p>	X	X	X
9.1/12	B1,2,3,4,6,7,8,9,11,12				
	A1,2,3,4,5				
9.2/12	B1,2,3,4				
	A1,2,3,4,5				
TESOL Goal 2 Standard 3 Grades 9-12	B1,2,3 C1,2 D1,2,3,4,5 F1,2,3,4,5,6				
3.1/12	ABCD1,2,3	<p>V. Unit 4: Hard Choices</p> <p>“Always do right. This will gratify some people and astonish the rest.” – Mark Twain. How would you make a decision if all the possible choices had negative consequences? How would you deal with a bully who threatened you in school? How would you react if friends expected you to behave in ways that aren’t “you”? Questions such as these involve difficult choices and make compelling plots in fiction. These narratives reveal that some choices - perhaps the hardest ones - can force you to look beyond the decision itself to the person you are choosing to be at a particular moment. This unit for the ESL student will explore the hard choices that are universal to being human.</p> <p>Note: The study of this theme follows the pattern established in Unit 1 and is not repeated in great detail here. Refer back to Unit 1 for specifics in reading skills</p> <p>A. The Study of <i>Romeo and Juliet</i> or Another Play Chosen by the Teacher Should Include:</p> <p>1. Background on Shakespeare’s life and theatre</p> <p>2. A discussion of the elements of tragedy (or comedy)</p> <p>3. An overview of the language of Shakespeare including</p>			
	E1,2,3				
	F1,2,3				
	G1,2,3,4,5,6,7,8,9,10,11				
3.2/12	H1,2,3,4,5,6				
	A1,2,3,4,5,6,7				
	B1,2,3,4,5,6,7,8 9,10,11,12				
	C1,2,3,4,5,6,7,8				
3.3/12	D1,2,3,4,5,6,7,8				
	A1,2,3,4				
	B1,2,3,4,5,6,7				
	C1,2				
	D1,2,3,4,5,6				
3.4/12	A1,2,3				
	B1,2,3,4				
3.5/12	A1,2,3				
	B1,2				
	C1,2,3				
8.1/12	A1,2,5,6,8,9				
	B1,2,3,4,6,7,8,9,11,12				X

<p>9.1/12</p> <p>9.2/12</p> <p>TESOL Goal 2 Standard 3 Grades 9-12</p>	<p>A1,2,3,5 B1,2,3,4 A1,2,3,4,5 B1,2,3 C1,2 D1,2,3,4,5 F1,2,3,4,5,6</p>	<p>V. Unit 4: Hard Choices (continued)</p> <p>the differences between prose and verse and the use of rhyming couplets</p> <p>4. An introduction to theatre terminology used throughout the play</p> <p>B. The Study of <i>The Inspector-General</i> or Another Play Chosen by the Teacher Should Include:</p> <p>1. Background of Anton Chekov’s life (or selected playwright)</p> <p>2. An examination of three styles of irony</p> <p>a. verbal</p> <p>b. dramatic</p> <p>c. situational</p> <p>C. Learning Strategies (Cognitive)</p> <p>1. Self-assessment – check back, keep a learning log, and reflect on what you learned</p> <p>2. Cooperation – work with classmates and coach each other</p> <p>Note: Once these learning strategies are introduced, the students will continue to use them throughout the year according to the individual level of English proficiency.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------	----------------------------	----------------------------------------------

*The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us
See next page for NJCCCS code sheet for details regarding referenced numbers and letters.

SUMMER READING ASSESSMENT

All English as a Second Language students are to complete a summer reading assignment from the summer reading list or books suggested by the ESL teacher. Students must choose two books, or one book depending upon the book's length, for their summer selections. The ESL students are to keep a journal of their reading in which they write a summary after every reading session. These summaries should also contain the student's opinions and reactions to the reading. The grade which students receive on the summer reading counts as the first test grade of the year.

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
CODE SHEET

Standards:

1. Visual and Performing Arts
2. Comprehensive Health & Physical Ed.
3. Language Arts Literacy
4. Mathematics
5. Science
6. Social Studies
7. World Languages
8. Technological Literacy
9. Career Education and Consumer, Family and Life Skills

Strands:

A, B, C, D

CPI (Cumulative Progress Indicators):

1, 2, 3, 4, 5, etc.

Sample:

From the Visual and Performing Arts Core Curriculum Content Standards –

First Standard; then Grade level; then Strand; and last CPI #s

1.1/4A-1,2,4

RESOURCES/ACTIVITES GUIDE

1. Oral presentations.
2. Long and short-range projects.
3. Composition/journal.
4. Paired/group activities.
5. Pattern drills.
6. Dictation.
7. Internet activities.
8. Listening comprehension activities.
9. Media activities.
10. Total physical response.
11. Transparency-based communicative activities.
12. Photo flash cards.
13. Writing and audio (CDs) workbook exercises.
14. Songs.
15. Games.
16. Cooperative and individual picture-prompted storytelling.
17. Role-playing.
18. Cultural readings.
19. Video interview projects.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Unit I: Opening Doors Dickens	Video	<i>Great Expectations</i> (Disney) The Famous Author Series: Charles Poets and Visions Series: <i>Emily Dickenson</i> <i>Robert Frost</i> <i>Walt Whitman</i> <i>Langston Hughes</i>
Unit II: The Human Spirit	Video	<i>To Kill a Mockingbird</i> 1962 <i>The Grapes of Wrath</i>
Unit III: Finding Our Heroes	Video	<i>The Odyssey</i> <i>Pride and Prejudice</i> <i>Jane Eyre</i>
Unit IV: Hard Choices Author	Video	<i>Romeo and Juliet</i> 1968 William Shakespeare: The Famous Series: <i>Hamlet</i> <i>A Midsummer Night's Dream</i>

English for Success – Interactive Language Software from DynEd.

SUGGESTED MATERIALS

Resources for Students:

Smith, Nila Banton. Be a Better Reader Level A and Level B. Globe Fearon Education Publishers, 1997.

Novels:

To Kill a Mockingbird by Harper Lee

Adapted Classics - Globe/Fearon Publishers

Romeo and Juliet by William Shakespeare

Great Expectations by Charles Dickens

The Adventures of Huckleberry Finn by Mark Twain

Scarlet Letter by Nathaniel Hawthorne

My Antonia by Willa Cather

The Grapes of Wrath by John Steinbeck

Narrative of the Life of Frederick Douglas

Story of My Life by Helen Keller

A Christmas Carol by Charles Dickens

Oliver Twist by Charles Dickens

Pride and Prejudice by Jane Austin

Jane Eyre by Charlotte Bronte

Julius Caesar by William Shakespeare

Hamlet by William Shakespeare

A Midsummer Night's Dream by William Shakespeare

Romeo and Juliet by William Shakespeare

Antigone by Sophocles

The Importance of Being Ernest by Oscar Wilde

A Doll's House by Henrik Ibsen

Selections from:

Goodman, Burton. English, Yes: Learning English Through Literature. Jamestown Publishers, 1996.

Probst, Robert E. Elements of Literature Third Course. Austin: Holt Rinehart and Winston, 2000. (English I)

Prentice Hall Literature: Timeless Voices, Timeless Themes Gold. Upper Saddle River: New Jersey, 1999.

Prentice Hall Literature: Timeless Voices, Timeless Themes American Experience. Upper Saddle River: New Jersey, 1999.

SUGGESTED MATERIALS (continued)

Resources for Teachers

See resources listed on prior page.

www.state.nj.us/njded/bilingual - Bilingual for “English Language Learners in the Mainstream”

www.njpeo.org/tutorial/ell - For English Language Learners (ELL) in the Mainstream

www.state.nj.us/njded/bilingual/resources