

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ELEMENTARY

The goal of the Elementary ESOL curriculum in Miami-Dade County Public Schools is to address the needs of the whole child, to provide language acquisition as quickly as possible, and to foster a teacher/parent/child cooperative approach to learning and teaching where individual differences and learning preferences are given their rightful place. Elementary ESOL also strives to teach all children accurate information pertaining to their own heritage and that of others, particularly as it relates to the contributions of all groups within the American society.

In order for limited English proficient (LEP) students to be successful in all areas of the curriculum, academic language needs to be taught through multidisciplinary and interactive language lessons. The ESOL curriculum continuously challenges, stimulates and encourages students to take an active part in their own learning. Activities and questioning strategies meant to foster critical thinking skills are infused through the curriculum.

The delivery of effective Language Arts instruction in the Language Arts through ESOL course will employ ESOL strategies in order to support students as they embark on learning the subject content.

Therefore, the revised CBC (correlated with the Florida Sunshine State Standards, the Grade Level Expectancies, and the Language Arts CBC) incorporates both aspects of Language Arts instruction, content and language development.

- The six components of the CBC provide dimensions of literacy through which students manipulate the language and negotiate meaning.
- Objectives are the instruction through which students develop skills necessary to demonstrate mastery of the competencies.

- Competencies define what students should know and be able to do as a result of instruction.
- Performance Indicators (PI's) provide assessable and observable activities that students should perform to show progress toward meeting the designated competency by the end of the course.

In essence, the mission is to prepare and develop successful bilingual and biliterate students in an ever increasing multicultural setting., equipped to meet the future as participatory citizens of a global society.

LANGUAGE ARTS/ENGLISH THROUGH ESOL

SECONDARY

The goal of the Secondary ESOL curriculum in Miami-Dade County Public Schools is to address the needs of the whole child, to provide language acquisition as quickly as possible, and to foster a teacher/parent/child cooperative approach to learning and teaching where individual differences and learning preferences are given their rightful place. Elementary ESOL also strives to teach all children accurate information pertaining to their own heritage and that of others, particularly as it relates to the contributions of all groups within the American society.

The LULAC vs. the State of Florida Department of Education Consent Decree mandates equal access to instruction to limited English proficient (LEP) students. Consequently, the full scope of Language Arts content (as dictated by the Florida Sunshine State Standards) must be made available to all LEP students at their respective grade levels. As a result, this Competency-Based Curriculum (CBC) has been revised to correlate with the Florida Sunshine State Standards and the Language Arts CBC.

The delivery of effective Language Arts instruction in the Language Arts through ESOL course will employ ESOL strategies in order to support students as they embark on learning the subject content. The ESOL elective courses enable students to receive instruction at their linguistic levels and as proficiency develops, the amount and complexity of their language use will increase.

Therefore, the revised CBC incorporates both aspects of Language Arts instruction, content and language development.

- The six components of the CBC provide dimensions of literacy through which students manipulate the language and negotiate meaning.
- Objectives are the instruction through which students develop skills necessary to demonstrate mastery of the competencies.
- Competencies define what students should know and be able to do as a result of instruction.
- Performance Indicators (PI's) provide assessable and observable activities that students should perform to show progress toward meeting the designated competency by the end of the course.

The following premises support the program goal and are an integral part of the Secondary ESOL CBC as they focus on the student's academic performance rather than on the objectives to reach the competency.

- LEP students have the right to access all academic programs offered in M-DCPS.
- Learners are exposed to high interest and motivating experiences by raising the standards and expectations of both, the students and their teacher.
- Classroom atmosphere is rich in experiences that require active student participation and enhance the learning behavior and the acquisition of skills needed to succeed.
- Students are provided with the opportunity to understand, speak, read and write English in the same manner in which they learned their native language.
- Reading is an interactive process involving the construction of meaning.
- Literature enriches language comprehension and adds to the cultural understanding of all participants in the classroom atmosphere.
- Writing is a powerful tool; therefore, students are exposed to the writing process in order to exercise their imagination as well as to improve communication with others.
- The curriculum's scope including communicative competency, literacy, and academic skills, as well as learning cooperatively in a multilingual, multicultural environment, will result in better prepared students.
- Reading and writing ensures an integrated curriculum providing the students the opportunity to use the second language being acquired to succeed in the academic functions.
- Technology has a place in the implementation of this curriculum, linking schools, community, and the world.

In essence, the mission is to prepare and develop successful bilingual and biliterate students in an ever-increasing multicultural setting, equipped to meet the future as participatory citizens of a global society.