

EASY Correlation to Tennessee Curriculum Standards for ESL – Grades 9-12

<u>Goal & Standard</u>	<u>Performance Indicators</u>	<u>EAS Y Part 1</u>	<u>EASY Part 2</u>
Goal 1: To use English to communicate in social settings. Standard 1: Students will use English to participate in social interactions.	1. Write personal essays and talk about themselves.		✓
	2. Obtain, complete, and process application forms, such as driver's license, college applications, etc.		✓
	3. Identify and describe feelings in conversation, drama, poetry, and personal letters.		✓
	4. Schedule social engagements.		✓
	5. Make an appointment.		✓
	6. Make notes in preparation for interview purposes.		✓
Goal 1: To use English to communicate in social settings. Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.	1. Discuss preferences for types of music, book genres, computer programs.		✓
	2. Locate information for leisure activities (oral or written).		
	3. Write a short story, play, or song.		
Goal 1: To use English to communicate in social settings. Standard 3: Students will use learning strategies to extend their communicative competence.	1. Use a dictionary to validate choice of language.		
	2. Hear a new idiomatic phrase and use it appropriately.		✓
	3. Ask someone in the native language to validate an interpretation of a direction given in English.		✓
	4. Keep individual notes for language learning.	✓	✓
Goal 2: To use English to achieve academically in all content areas. Standard 1: Students will use English to interact in the classroom.	1. Justify changes in assignments, need for extensions, etc.		
	2. Ask a teacher to confirm one's understanding of directions to complete an assignment.		✓
	3. Interpret a teacher's indirect command to behave appropriately.		✓
	4. Respond to a teacher's general school-related small talk.		✓
Goal 2: To use English to achieve academically in all content areas. Standard 2: Students will use English to obtain, process, construct, and communicate subject matter information in spoken and written form.	1. Research information on academic topics from multiple sources.		
	2. Compare and classify information using technical vocabulary.		✓
	3. Construct a chart synthesizing information.		✓
	4. Take a position and support it orally or in writing.		✓
	5. Prepare for and participate in a debate.		
	6. Take notes as a teacher presents information or during a film in order to summarize key concepts.		✓
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<p>Goal 2: To use English to achieve academically in all content areas.</p> <p>Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.</p>	1. Establish the preconditions necessary for effective study.		
	2. Preview assigned textbook chapters and generate questions to explore the topics to be presented.		
	3. Evaluate a written assignment using rating criteria provided by the teacher.		
	4. Take notes as the teacher presents information or during a film in order to summarize key concepts.		✓
	5. Recognize the important concepts of a lesson to prepare for a test.		
<p>Goal 3: To use English in socially and culturally appropriate ways in multicultural and diverse settings.</p> <p>Standard 1: Students will choose language variety and genre according to audience, purpose, and setting.</p>	1. Use language appropriate for a job interview.		✓
	2. Participate in a debate.		
	3. Participate in a formal meeting.		
	4. Interpret and explain a political cartoon, situation comedy, or a joke.		
	5. Recognize irony, sarcasm, and humor in a variety of contexts.		
	6. Use the appropriate register for business and friendly transactions.		✓
<p>Goal 3: To use English in socially and culturally appropriate ways in multicultural and diverse settings.</p> <p>Standard 2: Students will vary non-verbal communication according to audience, purpose, and setting.</p>	1. Use non-verbal behaviors appropriate to job or college interviews.		✓
	2. Use non-verbal behaviors appropriate to work situations.		✓
<p>Goal 3: To use English in socially and culturally appropriate ways in multicultural and diverse settings.</p> <p>Standard 3: Students will use appropriate learning strategies to extend their communicative competence.</p>	1. Evaluate different types of communication for effectiveness in making one's point.		✓
	2. Interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choice, intonation, setting).		