



NEWCOMER PROGRAM CURRICULUM

Time Line

- Sept – Nov:** Survival skills/ Basic language skills
Dec – Feb/March: Cultural Etiquette/Basic skills/Survival skills
Mar – Jun: Cultural Etiquette/ skills/ reading & writing skills (Accordion Paragraphs)

To Do

***Must notify the schools/teachers/principals through letter as soon as you have the newcomer students assignment**

1. Keep a notebook that has dividers into sections
2. Have students write in it everyday/ and as homework. Write in their native language if they have to and in English as a practice.
3. Keep adding new vocabulary words in their journals.

A. Notebook:

- a. Must have dates
- b. Write and keep everything in there.
- c. Select one assignment/ artifact from the student's notebook, once **a month**, to put in the student's portfolio. At the end of each quarter, assess students in the three areas.
- d. One section of the notebook is for **journaling**.

A. Portfolio

1. Must have student's artifacts/work from each month that will represent these area: Comprehension, reading and writing. **This is to show their progress.**
2. **Other documents to go into portfolio:**
 - a. **A cover sheet** – table of contents
 - b. **A narrative summary** – description of student's progress based on portfolio.
 - c. **A portfolio evaluation summary** – indicates whether student met performance standards in various areas: comprehension, reading & writing.
 - d. **A parent letter** – inform parents of purpose and results of portfolio (in native language).
 - e. **A letter to the follow-on teacher** –use portfolio to **communicate** with current teachers, as well as, next year teachers.

Time Frame

You may choose to divide time to work with your students into 3 days per week and 1 hour per day. Depends on how many students you have and how much time you can see them as a group, you may not get to see them 3 hours a week.

Example: *Session 1*

- a. Conversation times – talk about what’s going on with students or what they are going to do that hour. The goal is to get them to practice English as much as they can.
- b. Write in Journal – model/show them what to do. Students may draw or start out writing in their native language. As they feel more confident, have them use some words in English.
- c. Basic survival skills – using the Newcomer Book worksheets and use other ESL strategies: Total physical Response (TPR), visuals, body movements etc.

Materials

1. The Newcomer Program Books (K-2) & (3-6)
2. Other supplements in the box (will check the list)
3. Hand- outs on portfolio assessment
 - a. Introduction
 - b. Reading & Writing Assessment
 - c. English/Language Arts Assessment
 - d. Examples- good samples of communication with parent and teacher sheet
 - e. Portfolio Summary Sheet
 - f. Self-assessment of Speaking Ability
 - g. Self-assessment of Communication Strategies in Oral Language
 - h. Story Retelling Checklist
 - i. Reading Skills/Strategies Checklist
 - j. Emergent Literacy Checklist
 - k. Elementary Reading/Writing Portfolio Cover Sheet
 - l. Middle School Reading/Writing Portfolio Cover Sheet
 - m. High School Reading/Writing Portfolio Cover Sheet
4. Cultural Etiquette Supplements
5. Writing Supplement – Accordion Paragraph Writing
6. Topics – Content Areas from classroom and collections from the Newcomer Books