

Georgia Quality Core Curriculum Correlation

Subject Area: ESOL

State-Funded Course: 55.00

Instructional Material Title: “New Dynamic English” Interactive Software

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Grades 9-12 ESOL – INTERMEDIATE LEVEL

Objective	Component	Where Taught
	Strand/Course Content Standard	
1. Listening/ Speaking	Comprehends a sequence of information on familiar topics as presented through stories, face-to-face conversations and in contextualized settings.	
	a. Role plays to communicate concepts.	Modules 1-6, Unit 5, Video Interactions
	b. Distinguishes between similar sounds.	Modules 3-6, Units 1-5
	c. Responds appropriately to multiple-step directions.	Module 5, Unit 3; Module 7, Unit 3
	d. Identifies the main topic and some details from stories.	Module 4, Unit 3, Biography of Einstein; Modules 2-8, Unit 8 Module 7, Unit 2
	e. Uses listening skills to participate appropriately in group discussions.	Modules 1-8: Classroom Activities (see Teacher’s Manual)
	f. Listens to and participates in face-to-face conversations.	Modules 4-6, Unit 5, Video Interactions w/SR

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	g. Formulates questions based on understanding of classroom lectures. h. Listens attentively to construct mind maps about familiar topics.	Modules 1,3,5,7 Unit 1 Question Practice w/SR Modules 4-5, Unit 1
	i. Describes events contained in a telephone conversation.	Module 3, Unit 5; Module 4, Unit 5
2. Listening/ Speaking	Produces statements and asks questions on familiar and routine subjects.	
	a. Uses appropriate intonation, stress and pronunciation. b. Asks appropriate questions to gain relevant information. c. Expands sentences that follow basic patterns using appropriate tenses. d. Answers questions orally, giving specific information from a selection read by the teacher or presented in other media. e. Uses proper speech register to address peers and adults. f. Responds appropriately to why questions. g. Listens to and restates brief oral messages.	Modules 1-8, Units 1-5 Modules 1,3,5,7 Unit 1 Question Practice w/SR Modules 1-3, 5 & 7, Hot Seat Video Interactions Modules 1,3,5,7 Unit 1 Question Practice w/SR Module 3-6, Unit 1 Modules 1-7, Units 1-3 Modules 1-8, Unit 5 Video Interactions Module 4-8, Unit 1; Module 8, Unit 5 Modules 1-8, Units 1-5
3. Listening/ Speaking	Produces sustained conversation with others on a variety of general topics.	
	a. Participates in situational dialogues.	Modules 1-8, Unit 5, Video Interactions w/SR

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	b. Presents a 3-5 minute oral report with props.	See Classroom Extension Activities in Teacher's Guide
	c. Organizes and participates in group presentations.	See Classroom Extension Activities in Teacher's Guide
	d. Participates in conversations with peers about topics of shared interest.	See Classroom Extension Activities in Teacher's Guide
	e. Retells a story using supporting details.	Modules 1~8, Unit 1: See Classroom Activities in TM
	f. Uses a variety of verbal and non-verbal strategies when communication difficulties arise.	
	g. Interviews guests invited to classroom or school activities.	Module 6, Unit 5; See Classroom Activities in Teacher's Guide
4. Reading/ Writing	Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials.	
	a. Follows simple written directions to complete a project.	
	b. Reads a Language Experience Story written by the class.	
	c. Sequences written information.	Module 7, Unit 2; Module 8, Unit 3
	d. Categorizes familiar words by theme.	Modules 2,4,6, Unit 2 Matrix Grids
	e. Summarizes reading selections.	
	f. Locates simple, specific information in text	Modules 3-6, Unit 4, Review Exercises
	g. Identifies story elements.	
	h. Responds in complete answers to wh-questions after reading a text.	
	i. Uses context, syntactic and structural clues.	Modules 3-6, Unit 4, Review Exercise Fill-in's & Dictations
	j. Participates in free and voluntary reading	See Classroom Extension Activities in Teacher's Guide

activities.

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5. Reading/ Writing	k. Reads and interprets maps legends, charts, graphs and diagrams. l. Consults monolingual English dictionary to find definitions of words from text. m. Uses thesaurus to expand vocabulary. m. Summarizes reading selections. n. Obtains meaning from text using illustrations and prior experiences. o. Reads familiar words and phrases aloud. p. Responds to oral or written questions about reading selections.	Module 6: Classroom Extension Activities in Teacher’s Guide Glossary (in English-only versions) Module 6, Unit 1 Modules 1-8, Speech Recording on Demand; Review Exercises: Speech Practice: Sentence Reading
	Writes basic general and personal information and expanded responses moving from structured to unstructured contexts.	
	a. Contributes to group stories on familiar topics.	
	b. Organizes ideas for writing with visual organizers, maps and outlines.	
	c. Composes simple paragraphs and stories based on teacher-created structures such as frames and outlines.	
	d. Records information from maps, legends, graphs and diagrams.	
	e. Writes original paragraphs about personal experiences.	See Classroom Extension Activities in Teacher’s Guide
	f. Takes notes based on oral and written	See Classroom Extension Activities in Teacher’s Guide

information.

Objective	Component	Where Taught
6. Reading/ Writing	g. Consistently uses appropriate writing conventions such as spelling, grammar and punctuation. h. Responds to open-ended prompts. i. Takes dictation about familiar topics using known words. j. Works in collaborative groups to revise paragraphs as part of the writing process .	Modules 4-7, Practice Exercises from Teacher’s Guide Modules 1-3, 5 & 7, Video Interaction Hot Seats Modules 1-8 Review Exercises: Dictations See Classroom Extension Activities in Teacher’s Guide
	Writes for specific purposes (letters, journals, etc.) using mechanics of writing appropriate for proficiency level .	
	a. Uses correct format to write friendly letters, business letters, invitations, thank you notes and greeting cards.	Modules 4-7, Practice Exercises from Teacher’s Guide
	b. Writes simple dialogues between two characters.	
	c. Writes descriptive paragraphs about familiar objects and pictures.	
	d. Writes narrative paragraphs.	
e. Writes compositions that have a beginning, a middle and an end.	Modules 4-7, Practice Exercises from Teacher’s Guide	
f. Builds spelling skills through structured classroom activities.		
7. American Culture	Shares information about own home, community life, entertainment and	

extra-curricular activities.

Objective	Component	Where Taught
8. American Culture	a. Compares and contrasts social conventions of U.S. culture and home culture. b. Shares stories in written and oral form about life and community. c. Discusses and writes about favorite foods, celebrations and activities in U.S. culture. d. Discusses and writes about likes and dislikes.	Module 6, Unit 3 Module 4, Unit 3 Module 2, Unit 3 Module 2, Unit 3; Module 4, Unit 2
	Demonstrates knowledge and understanding of United States culture, including traditions, customs and beliefs.	
	a. Discusses the importance of symbols of the United States, such as the flag and the Statue of Liberty. b. Discusses the symbols of Georgia, such as the state bird, tree, and flower. c. Understands American government, its functions, leaders, laws and courts. d. Understands the significance of historical events. e. Discusses the significance of American holidays. f. Discusses American ideals, such as American democracy, liberty, freedom and equality. g. Becomes familiar with American art,	Module 8, Unit 3 Module 4, Unit 3; Module 8, Unit 2 Module 8, Unit 3, For or Against?; Module 8, Unit 2

literature, music, dance and folklore .
 h. Responds to and uses humor, idioms
 and slang appropriately.

Modules 4-8, Unit 5 Video Interactions

Objective	Component	Where Taught
9. Beyond the Classroom	i. Determines when it is appropriate to use a language other than English. j. Discusses appropriate TV programs, films and videos about American culture. k. Describes in simple terms information about contemporary political figures. l. Discusses popular culture, including persons, media, music. m. Becomes familiar with American holidays. n. Is familiar with U.S. perceptions of "personal space", i.e. appropriate distance for interaction with others, as well as the custom of looking others "in the eye".	See "Classroom Extension Activities" in Teacher's Guide Module 8, Unit 2 Module 8, Unit 2
	Initiates conversations with peers and other English speakers outside the school.	
	a. Uses acceptable tone, volume, stress and intonation in various social settings.	Modules 1-8, Unit 5 Video Interactions
	b. Experiments with variations of language in social and academic settings.	Modules 1-8, Unit 5 Video Interactions
	c. Self-monitors and self-evaluates language use according to setting	Modules 1-8, Unit 5 Video Interactions

and audience.

10. Beyond the Classroom Deals with various aspects of personal needs, health, safety and welfare.

Objective	Component	Where Taught
	a. Reads and interprets food labels, signs and advertising.	Module 7, Unit 1
	b. Expresses basic personal needs.	Module 7, Unit 2; Module 3, Unit 2
	c. Describes the steps to take in various emergency situations.	
	d. Writes telephone messages.	Modules 3,4,6-8: Video Interactions w/SR - Telephone
	e. Completes information on common forms and applications.	Module 1, Unit 2
	f. Asks for and gives simple directions.	Module 5, Unit 3
	g. Role plays conflict resolution with peers.	Module 5, Unit 5: How much are the tickets?
	h. Reads and uses schedules for public transportation.	Module 4, Unit 1
	i. Uses the telephone directory for various tasks.	
	j. Expresses time in different ways using the clock and the calendar.	Module 1, Unit 3; Modules 2-6 Unit 1
	k. Orders from menus in restaurant settings.	Module 3-6, Unit 5: At a Restaurant
11. Beyond the Classroom	Uses appropriate language for making purchases and daily transactions; develops an awareness of community resources.	
	a. Begins to understand with American economic systems, such as banking and	Module 5, Unit 5

- credit.
- b. Becomes familiar with available community social services.
- c. Role plays requesting services from different public agencies.

See "Classroom Extension Activities" in Teacher's Guide

Objective	Component	Where Taught
	d. Discusses civic duties and social responsibilities e. Interprets for family members.	Module 7, Unit 2
12. Links with Content Areas	Uses high-frequency vocabulary drawn from other content areas.	
	a. Gives oral presentations. b. Uses appropriate vocabulary in oral and written work. c. Describes topics related to content areas.	Module 7, Unit 2; Module 8, Units 3&5 Modules 1~8, all units & lessons Modules 3,5,7,8 Unit 2
13. Links with Content Areas	Comprehends main ideas and basic concepts in content areas.	Modules 5 & 7, Unit 2, Module 8, Unit 2
	a. Identifies basic concepts of content areas. b. Organizes and sequences material from content areas. c. Participates in class discussions. d. Writes reports using reference sources. e. Asks questions for clarification.	Modules 4, Unit 3; Module 7, Unit 2; Mod 8, Unit 3 Modules 7, Unit 2; Module 8, Units 2 & 3 Module 7, Unit 2 (see TM, Class Extension Activities)
14. Links with	Uses appropriate reference materials	

Content Areas **and technology.**

a. Uses maps, charts, atlases, encyclopedias, dictionaries and periodicals.
b. Uses technology to locate research materials, e.g. card catalog, Internet,

Objective	Component	Where Taught
	CD-ROM resources. c. Uses computers in word processing and generation of presentations.	