

## CORRELATION

# TENNESSEE CURRICULUM STANDARDS FOR ESL

AND

## *CAROUSEL OF IDEAS*<sup>®</sup>



*Carousel of IDEAS<sup>®</sup> is a comprehensive language development program that integrates listening, speaking, reading, and writing skills.*



## **The Carousel of IDEAS Program**

At the core of the *Carousel of IDEAS* program is the idea that a learning model emphasizing communication is essential for language learning. The program is based on the premise that second language learners acquire language in a similar manner to native language learners. They go through natural, sequential stages in this language learning process: a Preproduction or listening stage, an Early Production stage in which students respond with one or two words, a Speech Emergence stage in which students respond with phrases or sentences, and an Intermediate Fluency stage in which students respond with expanded sentences and increased fluency.

The *Carousel* lessons reflect these stages, and each lesson builds on previous learning. The program leads students through a systematic use of language in communicative situations. Students are given opportunities to use language to solve problems, seek information, and describe experiences or attributes. Whether students are pretending to shop for groceries, discussing a book, or charting the weather, students are constantly using language and stretching their skills.

The beginning levels of the program emphasize using language for survival and basic living. Each successive level is designed to help students develop more sophisticated communication skills. Throughout the program, activities to develop skills in listening comprehension, speaking, reading, and writing have been carefully integrated.

Because no one method is ideal for every student, *Carousel* uses an eclectic approach in its lesson plans. Other content areas such as mathematics, social studies, and science are incorporated into the lessons as appropriate. Literature is read and discussed. Many activities get students up out of their seats and moving around. Parents are involved in learning, and the learning environment is rich and positive. *Carousel* contains many different types of activities to reach the many different types of learners in the classroom.

The program is divided into eight levels, with four to seven topics at each level. Level I is for students at the Preproduction and Early Production stages of language acquisition. Level II is for students at the Early Production stage. Levels III through VI are for students at the Speech Emergence stage, and Levels VII and VIII are for students at the Intermediate Fluency stage. The program is divided into two sets, with Set 1 covering Levels I-IV and Set 2 covering Levels V-VIII. Each set contains the following materials:

**Teacher's Edition** containing lesson plans and Resource Sheets.

**Theme Pictures/Posters** depicting *Carousel* topics and containing critical thinking questions appropriate at the various levels of language acquisition.

**Activity Book** containing Level Assessments, reproducible Activity Pictures, and game patterns.

**IDEA Pictures & Words** file containing full-color pictures and separate word cards for the *Carousel* target vocabulary.

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**IDEA Language Profile Cards** for recording student progress.

**Literature Books** recommended for use in the *Carousel* lessons, including award-winning books of children's literature.

**IDEA Picture Dictionaries** containing over 600 words, each one illustrated and translated into six languages.

**Family IDEAS** book containing parent involvement activity sheets. (Set 1 only)

**Creative IDEAS Activity Books** (1-8; 100 pages each) strengthen students' listening, speaking, reading, and writing skills. These books are designed so students can work independently or in pairs or small groups.

The teacher's edition is the heart of the program and explains step-by-step how to use all of these components for effective lessons. To see in detail how the content of the *Carousel* lessons correlate to the Tennessee standards, please refer to the following chart.

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# CORRELATION BETWEEN THE TENNESSEE CURRICULUM STANDARDS FOR ENGLISH AS A SECOND LANGUAGE AND THE *CAROUSEL OF IDEAS*<sup>®</sup> PROGRAM

**Publisher:** Ballard & Tighe, Publishers

**Program Title:** *Carousel of IDEAS*

**Program Components (Sets 1&2):** TE=*Carousel of IDEAS* Teacher’s Edition, IP&W=IDEA<sup>®</sup> Pictures & Words, ITP/P=IDEA<sup>®</sup> Theme Pictures/Posters, IPD=IDEA<sup>®</sup> Picture Dictionary, COIAB=*Carousel of IDEAS* Activity Book, CIAB=*Creative IDEAS* Activity Books, 1-8

<b>GOAL 1</b> To use English to Communicate in Social Settings.	<b>Carousel of IDEAS<sup>®</sup></b> Selected Supporting Citations	<b>Meets Standards</b>
<p><b>STANDARD 1: Students will use English to participate in social interactions.</b></p> <ul style="list-style-type: none"> <li>• Sharing and requesting information</li> <li>• Expressing needs, feelings, and ideas</li> <li>• Using non-verbal communication in social interactions</li> <li>• Getting personal needs met</li> <li>• Developing relationships with others</li> <li>• Engaging in transactions</li> </ul>	<p>The <i>Carousel of IDEAS</i> program is a comprehensive English language development program that emphasizes students’ use of English in order to participate in social interactions such as sharing and requesting information, expressing needs, feelings, and ideas, using non-verbal communication in social interactions, getting personal needs met, developing relationships with others, and engaging in transactions. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	√
<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Appropriately engage the attention of others verbally or non-verbally</li> <li>• Volunteer information and/or respond to questions about self and family</li> <li>• Describe feelings and emotions of self and others</li> <li>• Indicate interests, desires, opinions, or preferences</li> <li>• Use imagination through conversation and play</li> <li>• Give and ask for permission</li> <li>• Offer and respond to greetings, compliments, invitations, introductions, and farewells</li> <li>• Complete a task with a partner or group</li> <li>• Use the telephone</li> </ul>	<p><u>Set 1</u> TE – Topic IV1: People, Lessons 1-5 (pp. 18-24) and the following components: CIAB, Book 1, pp5-17 and 85-89, IP&amp;W I V 1, ITP/P #1, COIAB I V 1 Pictures, TE Picture Dictionary and Reading Log</p> <p>TE – Topic II V 1: People, Lessons 3 (pp. 55-56) and 6 (p. 58) and the following components: ITP/P #5 and #6, COIAB II V 1 Pictures, TE Picture Dictionary</p> <p>TE – Topic 1 V 3; Numbers: 1-10, Lesson 6 (p.37)</p>	√

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<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Elicit information and ask clarification questions</li> <li>• Read and write invitations and thank you letters</li> <li>• Ask peers for their opinions, preferences, and desires</li> <li>• Correspond with pen pals</li> <li>• Negotiate solutions to problems, interpersonal misunderstandings, and disputes</li> </ul>	<p><u>Set 1</u> TE – Topic III V 1: People: Occupations, Lesson 8 (pp. 114-115)</p> <p>TE – Topic IV V 4: Zoo Animals, Lesson 7 (p. 202) and Resource Sheet #36</p> <p><u>Set 2</u> TE – Topic V V 3: Toys, Lesson 5 (p. 41)</p> <p>TE – Topic VI V 2: Months of the Year, Lesson 9 (pp. 95-96)</p> <p>TE - Topic VI V 3: Toys, Lesson 8 (p.106) and the following components: IP&amp;W VI V 3 and Resource Sheet #52</p> <p>TE – Topic VIII V 2: Holidays, Festivals &amp; Seasons, Lesson 5 (pp. 224-225)</p>	<p>√</p>
<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Clarify and restate information as needed</li> <li>• Mediate disputes and resolve conflicts</li> <li>• Shop in a supermarket</li> </ul>	<p><u>Set 2</u> TE – Topic V V 3: Toys, Lesson 4 (p. 40) and Resource Sheet # 51</p> <p>TE – Topic VII V 1: Money, Lesson 6 (p. 149)</p> <p>TE – Topic VIII V 3: Time, Lesson 8 (p. 241)</p>	<p>√</p>
<p><b>STANDARD 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.</b></p> <ul style="list-style-type: none"> <li>• Listening to, reading, watching, and responding to plays, films, stories, songs, poems, and computer programs</li> <li>• Describing, reading about, or participating in a favorite social activity or hobby or game</li> <li>• Sharing social and cultural traditions and values</li> <li>• Expressing personal needs, feelings, and ideas</li> </ul>	<p>The <i>Carousel of IDEAS</i> program is a comprehensive English language development program that emphasizes students’ use of English in order to participate in social interactions such as expressing needs, feelings, and ideas, communicating during social interactions and games, and responding to literature. Students also are encouraged to share and discuss diverse cultural experiences and traditions. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>

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<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Describe favorite story book characters</li> <li>• Recommend a game, book, or computer program</li> <li>• Recount events of interest</li> <li>• Ask informational questions for personal reasons</li> <li>• Make requests for personal reasons</li> <li>• Play a game</li> <li>• Read a book, magazine, newspaper, or poem for pleasure</li> <li>• Write a poem or story</li> </ul>	<p><u>Set 1</u> TE – Topic II V 2: School, Lesson 7 (pp. 66-67)</p> <p>TE – Topic II V 3: Numbers: 11-20, Lesson 3 (pp. 70-71) and the following components: IP&amp;W II V 3 and TE Resource Sheet #8</p> <p>TE – Topic II V 4: Pets, Lesson 6 (p. 81)</p> <p>TE – Topic IV V 4: Zoo Animals, Lesson 5 (p. 199)</p> <p>TE – Topic IV V 6: Body Parts, Lesson 5 (p. 219) and TE Resource Sheet #39</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Recommend a film or videotape to a friend</li> <li>• Write in a diary or personal journal</li> <li>• Talk about a favorite ethnic dish or a holiday celebration</li> </ul>	<p><u>Set 2</u> TE – Topic VIII V 2: Holidays, Festivals &amp; Seasons, Lessons 1-10 (pp 214-232) and the following components: IP&amp;W VIII V 2; ITP/P #32-35; and Reading Log</p> <p>CIAB, Book 7 (p. 73)</p>	<p>√</p>
<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Describe, read, or write about a personal hero</li> <li>• Persuade peers to join in a favorite activity</li> </ul>	<p>CIAB, Book 7 (p. 65) CIAB, Book 8 (pp. 71 and 79)</p>	<p><i>partially meets standard</i></p>
<p><b>STANDARD 3: Students will use learning strategies to extend their communicative competence.</b></p> <ul style="list-style-type: none"> <li>• Using new words and structures to test hypotheses about language</li> <li>• Listening to and imitating how others use English in specific context</li> <li>• Using clarification and restatement to explore alternative ways of saying things</li> <li>• Focusing attention selectively</li> <li>• Seeking support and feedback from others</li> <li>• Comparing non-verbal and verbal cues</li> <li>• Self-monitoring and self-evaluating language development</li> <li>• Learning and using language "chunks"</li> <li>• Selecting different media to help understand language</li> <li>• Practicing new language</li> </ul>	<p><i>Carousel</i> gives students many opportunities to practice using new language and learning strategies. Throughout the lessons students are focusing their attention, following verbal and nonverbal cues, and testing their understanding by producing language. Students also listen to and imitate language usage, seek and offer feedback, and use various tools to help with understanding. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>

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<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Test appropriate use of new vocabulary and phrases</li> <li>• Ask someone for help with language</li> <li>• Understand verbal directions by comparing them with non-verbal cues</li> <li>• Tell someone that a direction given in English was not understood</li> <li>• Recite poems or songs aloud or to oneself</li> </ul>	<p><u>Set 1</u> TE – Topic IV V I: People: Occupations, Lesson 2 (pp 169-171) and 5 (pp. 173-174)</p> <p>TE – Topic IV V 2: Clothing, Lessons 1-9 (pp. 178-186) and the following components: IP&amp;W IV V 2; ITP/P #12; TE Picture Dictionary; Resource Sheets #30 and #31</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Associate realia or diagrams with written labels to learn the vocabulary</li> <li>• Practice recently learned language by teaching a peer</li> <li>• Infer meaning from context</li> <li>• Model a classmate's response to a teacher's question or directions</li> </ul>	<p><u>Set 1</u> TE – Topic II V 5: Food: Fruits and Vegetables, Lessons 1-7 (pp.84-90) and the following components: IP&amp;W II V 5; ITP/P #8; COIAB II V 5 Pictures; TE Picture Dictionary; CIAB, Book 2, and IPD</p> <p><u>Set 2</u> TE – Topic V V 3: Toys, Lesson 4-5 (40-41) and IP&amp;W V V 3</p> <p>TE – Topic V V 4: Wild Animal, Lesson 3 (p. 49) and Lesson 6 (p. 52-53) and IP&amp;W V V 4</p> <p>TE – Topic V V5: Household Items, Lesson 2 (pp. 60-61) and the following components: IP&amp;W V V 5; TE Picture Dictionary; CIAB, Book 5, and IPD</p>	<p>√</p>
<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Ask a classmate whether a particular work or phrase is correct</li> <li>• Use a computer spell check to verify spelling</li> <li>• Use written sources to discover or check information</li> </ul>	<p><u>Set 2</u> TE – Topic V V 3: Toys, Lesson 3 (p. 39)</p> <p>TE – Topic VIII V 4: Animals, Lesson 9-10 (pp. 257-258) and the following components: TE Resource Sheet # 68 and IPD</p>	<p><i>partially meets standard</i></p>

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<b>GOAL 2</b> To use English to achieve academically in all content areas	<b>Carousel of IDEAS®</b> <b>Selected Supporting Citations</b>	<b>Meets Standards</b>
<b>STANDARD 1: Students will use English to interact in the classroom.</b> <ul style="list-style-type: none"> <li>• Following oral and written directions, implicit and explicit</li> <li>• Requesting and providing clarification</li> <li>• Participating in full class group and pair discussions</li> <li>• Asking and answering questions</li> <li>• Requesting information and assistance</li> <li>• Negotiating and managing interaction to accomplish tasks</li> <li>• Explaining actions</li> <li>• Elaborating and extending other people's ideas and words</li> <li>• Expressing likes, dislikes and needs</li> </ul>	As has been stated, <i>Carousel</i> emphasizes students' use of English in order to participate in meaningful interactions, such as those that take place in a classroom setting. Students are asked to follow directions, request information, accomplish tasks, and express themselves by participating in discussions, answering questions, explaining actions, and elaborating on others' ideas. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.	√
<b>Grades K-2</b> <ul style="list-style-type: none"> <li>• Join in a group response at the appropriate time</li> <li>• Distribute and collect classroom materials</li> <li>• Share classroom materials and work successfully with a partner</li> <li>• Request supplies to complete an assignment</li> <li>• Ask for assistance with a task</li> </ul>	<u>Set 1:</u> TE – Topic I V 1: People, Lessons 1-5 (pp. 18-24)  TE – Topic I V 2: School, Lessons 1-5 (pp. 25-32)  TE – Topic I V 3: Numbers, Lessons 1-6 (pp. 33-37)	√
<b>Grades 3-5</b> <ul style="list-style-type: none"> <li>• Follow directions to form groups</li> <li>• Take turns when speaking in a group</li> <li>• Ask a teacher to restate or simplify directions</li> <li>• Explain the reason for being absent or late to a teacher</li> <li>• Listen to and incorporate a peer's feedback regarding classroom behavior</li> </ul>	<u>Set 2:</u> TE – Topic VI V 3: Toys, Lesson 6 (pp. 107-109)  TE – Topic VI V 5: Household Items, Lesson 5 (pp. 125-126)  TE – Topic VIII V 3: Time, Lesson 5 (pp. 238-239)	<i>partially meets standard</i>

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<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Modify a statement made by a peer</li> <li>• Paraphrase a teacher's directions orally or in writing</li> <li>• Negotiate cooperative group roles and task assignments</li> <li>• Use polite forms to negotiate and reach consensus</li> </ul>	<p><u>Set 2:</u>  TE – Topic V V 4: Wild Animals, Lesson 6 (pp. 52-53) and IP&amp;W V V 4   TE – Topic V V 5: Household Items, Lesson 6 (p. 64) and IP&amp;W V V 5   TE – Topic VI V 3: Toys, Lesson 6 (pp. 107-109)   TE – Topic VI V 5: Household Items, Lesson 5 (pp. 125-126)</p>	<p>√</p>
<p><b>STANDARD 2: Students will use English to obtain, process, construct, and communicate subject matter information in spoken and written form.</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting information</li> <li>• Persuading, arguing, negotiating, evaluating, and justifying</li> <li>• Listening to, speaking, reading and writing about subject matter information</li> <li>• Soliciting information orally and in writing</li> <li>• Retelling information</li> <li>• Selecting, analyzing, connecting, summarizing and synthesizing information</li> <li>• Responding to the work of peers and others</li> <li>• Representing information visually and interpreting information presented visually</li> <li>• Hypothesizing and predicting</li> <li>• Formulating and asking questions</li> <li>• Understanding and producing technical vocabulary and discourse features according to content area</li> </ul>	<p>In the <i>Carousel</i> program, students use English to communicate information in spoken and written form. This takes many forms, including making comparisons, soliciting and retelling information, making predictions, and responding to the work of others. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>

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<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words)</li> <li>• Define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics)</li> <li>• Read a story and represent the sequence of events (through pictures, words, music, or drama)</li> </ul>	<p>TE – Topic I V 2: Numbers 1-10, Lessons 1-6 (pp. 33-37) and the following components: IP&amp;W I V 2; Bingo Sheets; CIAB, Book 1, pp. 38-47) and IPD p. 136</p> <p>TE – Topic II V 3: Numbers 11-20, Lessons 1-7 (pp.68-74)</p> <p>TE – Topic III V 3: Numbers 21-100, Lessons 1-7 (pp. 126-132)</p> <p>TE – Topic IV V 3: Numbers: Ordinal, Lesson 5 (p. 191)</p> <p>TE – Topic IV V 4: Zoo Animals, Lesson 1-9 (pp. 194-205)</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Gather and organize the appropriate materials needed to complete a task</li> <li>• Access and utilize technological resources appropriate for grade level</li> <li>• Express ideas in writing for a variety of academic purposes and contexts</li> <li>• Record observations</li> <li>• Construct a chart or other graphic showing data</li> <li>• Get meaning from context</li> <li>• Skim chapter headings, bold printing, and illustrations to determine the key points of a text</li> <li>• Locate reference material</li> <li>• Verbalize relationships between new information and information previously learned in another setting</li> <li>• Explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature)</li> <li>• Generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, and qualifications)</li> </ul>	<p><u>Set 2:</u></p> <p>TE – Topic V V 4: Wild Animals, Lesson 8 (p. 55)</p> <p>TE – Topic V V 2: Days of the Week, Lesson 5 (p. 33) and Resource Sheet # 41</p> <p>TE – Topic VI V 5: Household Items, Lesson 2 (pp. 122)</p> <p>TE – Topic VII V 2: Time, Lesson 7 (pp. 158-159)</p> <p>TE – Topic VII V 4: Marine Animals, Lesson 2 (pp. 175-176) and Lesson 9 (pp. 186-187)</p> <p>TE – Topic VIII V 1: Occupations, Lesson 5 (pp. 206-207)</p> <p>TE – Topic VIII V 2: Holidays, Festivals &amp; Seasons (pp. 219-221)</p> <p>TE – Topic VIII V 3: Time, Lesson 2 (pp. 235-237)</p> <p>TE – Topic VIII V 4: Animals, Lesson 7 (p. 253) and Lesson 9 (p. 257)</p> <p>CIAB, Book 7 (pp. 48, 69, 90) and Book 8 (pp. 11, 16, 36, 45, 47)</p>	<p>√</p>

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<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Locate material appropriate to an assignment in text or reference books</li> <li>• Scan several resources in order to determine the appropriateness to the topic of study</li> <li>• Seek more knowledgeable others with whom to consult to advance understanding</li> <li>• Synthesize, analyze, and evaluate information</li> <li>• Edit and revise own written assignments</li> </ul>	<p><u>Set 2:</u>  TE – Topic V V 4: Wild Animals, Lesson 8 (p. 55)  TE – Topic VI V 1: Transportation, Lesson 8 (pp. 82-83)  TE – Topic VI V 3: Toys, Lesson 1 (p. 97)  TE – Topic VII V 4: Marine Animals, Lesson 2 (pp. 175-176)  TE – Topic VIII V 1: Occupations, Lesson 1 (p. 202), Lesson 4 (pp. 205-206), Lesson 6 (p. 209), Lesson 7 (p. 210), Lesson 10 (p. 213) and the following components: TE Picture Dictionary, IPD, and Resource Sheet # 68  TE – Topic VII V 4: Animals, Lesson 10 (p.258)  CIAB, Book 7 (p. 82) and Book 8 (p. 87-90)</p>	<p>√</p>
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<p><b>STANDARD 3: Students will use appropriate learning strategies to construct and apply academic knowledge.</b></p> <ul style="list-style-type: none"> <li>• Focusing attention selectively</li> <li>• Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text</li> <li>• Taking notes to record important information and aid one's own learning</li> <li>• Applying self-monitoring and self-corrective strategies to build and expand a knowledge base</li> <li>• Determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)</li> <li>• Planning how and when to use cognitive strategies and applying them appropriately to a learning task</li> <li>• Actively connecting new information to information previously learned</li> <li>• Evaluating one's own success in a completed learning task</li> <li>• Recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)</li> <li>• Imitating the behaviors of native English speakers to successfully complete tasks</li> <li>• Knowing when to use native language resources (human and material) to promote understanding</li> </ul>	<p>In <i>Carousel</i>, while students build their language abilities, they are also learning skills and strategies essential to constructing and applying academic knowledge. Students practice such learning strategies as taking notes, connecting new information to past learning, and seeking assistance when appropriate. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>
<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Use verbal and non-verbal cues to know when to pay attention</li> <li>• Make pictures to check comprehension of a story or process</li> <li>• Rehearse and visualize information</li> <li>• Take risks with language</li> </ul>	<p><u>Set 1:</u> TE – Topic IV V 2: Clothing, Lesson 4 (pp. 181-182), Lesson 6 (pp. 183-184), and Lesson 7 (pp. 184-185) and the following components: IP&amp;W IV V 2 and III V 2</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Scan an entry in a book to locate information for an assignment</li> <li>• Select materials from school resource collections to complete a project</li> <li>• Verbalize relationships between new information and information previously learned in another setting</li> </ul>	<p><u>Set 1:</u> TE – Topic II V 3: Numbers 11-20, Lesson 4 (p. 71) and IPD  TE – Topic VIII V 4: Animals, Lesson 9 (p. 257)  CIAB, Book 8 (p. 87-90)</p>	<p>√</p>

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<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Scan several resources to determine the appropriateness to the topic of study</li> <li>• Seek more knowledgeable other with whom to consult to advance understanding</li> <li>• Take notes to summarize the main points provided in source material</li> <li>• Practice an oral report with a peer prior to presenting it in class</li> <li>• Synthesize, analyze, and evaluate information</li> <li>• Edit and revise their own written assignments</li> <li>• Gather and organize the appropriate materials needed to complete a task</li> <li>• Skim chapter headings, bold print, and illustrations to determine the key points of a text</li> <li>• Rephrase, explain, revise, and expand oral or written information to check comprehension</li> </ul>	<p><u>Set 2:</u></p> <p>TE – Topic V V 4: Wild Animals, Lesson 8 (p. 55)</p> <p>TE – Topic VI V 1: Transportation, Lesson 8 (pp. 82-83)</p> <p>TE – Topic VI V 3: Toys, Lesson 1 (p. 97)</p> <p>TE – Topic VII V 2: Time, Lesson 7 (pp. 158-159)</p> <p>TE – Topic VII V 4: Marine Animals, Lesson 9 (pp. 186-187)</p> <p>TE – Topic VIII V 1: Occupations, Lesson 1 (p. 202), Lesson 6 (p. 209), Lesson 7 (p. 210), Lesson 10 (p. 213) and Resource Sheet # 68</p> <p>TE – Topic VII V 4: Animals, Lesson 10 (p.258)</p> <p>CIAB, Book 7 (p. 82, 88, 89) and Book 8 (p. 87-90)</p>	<p>√</p>
<p><b>GOAL 3</b></p> <p>To use English in socially and culturally appropriate ways in multi-cultural and diverse settings</p>	<p><b>Carousel of IDEAS<sup>®</sup></b></p> <p><b>Selected Supporting Citations</b></p>	<p><b>Meets Standards</b></p>
<p><b>STANDARD 1: Students will choose language variety and genre according to audience, purpose, and setting.</b></p> <ul style="list-style-type: none"> <li>• Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately</li> <li>• Using writing for social purposes</li> <li>• Responding to and using slang, idioms, and humor appropriately</li> <li>• Determining when it is appropriate to use a language other than English</li> <li>• Determining appropriate topics for interaction</li> <li>• Understanding and respecting multi-cultural and ethnic diversity</li> </ul>	<p>The <i>Carousel</i> program offers many varied communication experiences, giving students the opportunity to choose language appropriate to various audiences, purposes, and settings. Students select the appropriate level of formality for varied situations, use writing for special purposes, respond to and use humor, and determine appropriate topics for discussion and appropriate use of other languages. At all times, students are encouraged to respect and understand cultural and ethnic diversity. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>

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<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Express humor through verbal and non-verbal means</li> <li>• Interact appropriately with an adult in a formal setting</li> <li>• Converse with an adult effectively on the telephone</li> <li>• Make polite requests</li> <li>• Use English and the native language appropriately in multilingual social situations</li> </ul>	<p><u>Set 1:</u> TE – Topic I V 3: Numbers 1-10, Lesson 6 (p. 37) and Resource Sheet #3</p> <p>TE – Topic II V 2: School, Lesson 7 (pp. 66-67)</p> <p>TE – Topic IV V 2: Clothing, Lesson 6 (pp. 183-184) and IP&amp;W IV V 2 and III V 2</p> <p>TE – Topic IV V 6: Body Parts, Lesson 7 (p. 221)</p> <p>CIAB, Book 5 (p. 87)</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Write friendly and business letters using appropriate language forms</li> <li>• Give and receive compliments, show gratitude, apologize, express anger, or impatience appropriately</li> <li>• Greet and take leave appropriately in a variety of settings</li> <li>• Prepare and deliver short persuasive presentations appropriate to the audiences</li> <li>• Write and respond to e-mail messages</li> </ul>	<p><u>Set 1:</u> TE – Topic III V 1: People: Occupations, Lesson 7 (pp. 112-113) and Lesson 8 (pp. 114-115)</p> <p><u>Set 2:</u> TE – Topic V V 2: Days of the Week, Lesson 4 (p. 32)</p> <p>TE – Topic V V 4: Wild Animals, Lesson 4 (pp. 50-51)</p> <p>TE – Topic VI V 3: Toys, Lesson 7 (pp. 105-106)</p> <p>TE- Topic VIII V 2: Holidays, Festivals &amp; Seasons, Lesson 5 (pp. 224-225)</p> <p>CIAB, Book 7 (p. 88)</p>	<p>√</p>
<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Initiate and carry-on appropriate small talk</li> <li>• Recognize and use idiomatic speech</li> <li>• Advise peers on appropriate language use</li> </ul>	<p><u>Set 2:</u> TE – Topic VII V 5: Miscellaneous, Lesson 8 (pp. 196-197)</p> <p>TE – Topic VIII V 1: Occupations, Lessons 6-9 (pp. 208-212) and Resource Sheet #68</p>	<p><i>partially meets standard</i></p>

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<p><b>STANDARD 2: Students will vary non-verbal communication according to audience, purpose, and setting.</b></p> <ul style="list-style-type: none"> <li>• Reading and responding appropriately to non-verbal cues and body language, such as gestures, proximity, and eye contact</li> <li>• Demonstrating knowledge of acceptable non-verbal classroom behaviors</li> <li>• Using acceptable tone, volume, stress, and intonation in various social settings</li> <li>• Recognizing and adjusting behavior in response to non-verbal cues</li> <li>• Understanding and respecting multi-cultural and ethnic diversity in non-verbal communication</li> </ul>	<p>The <i>Carousel</i> program offers many varied communication experiences, giving students the opportunity to use non-verbal communication appropriate to various audiences, purposes, and settings. Students will use non-verbal cues and body language, demonstrate knowledge of acceptable non-verbal classroom behaviors, use acceptable tone, volume, stress, and intonation in various settings, and adjust behavior in response to non-verbal cues. At all times, students are encouraged to respect and understand cultural and ethnic diversity. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>
<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Obtain teacher's attention in an appropriate manner</li> <li>• Use appropriate volume of voice in different settings such as the library, the hall, the supermarket and the movie theater</li> <li>• Greet a teacher when entering class</li> </ul>	<p><u>Set 1:</u>  TE – Topic I V 1: People, Lesson 1 (p.18)</p> <p>TE – Topic II V 5: Food: Fruits and Vegetables, Lesson 5 (p. 88)</p> <p>TE – Topic III V 6: Meals, Lesson 6 (p. 158) and Resource Sheet #26</p> <p><u>Set 2:</u>  TE – Topic VIII V 1: Occupations, Lesson 1 (pp. 200-201)</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Respond to non-verbal behavior appropriately</li> <li>• Maintain appropriate level of eye contact</li> <li>• Maintain the appropriate distance while standing near someone, depending on the situation</li> </ul>	<p><u>Set 2:</u>  TE – Topic VII V 1: Money, Lesson 6 (p. 149)</p> <p>TE – Topic VII V 2: Time, Lesson 6 (pp. 157-158)</p> <p>TE – Topic VII V 3: Numbers: 101-1,000, Lesson 7 (pp. 170-171)</p>	<p>√</p>
<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Use non-verbal behaviors appropriately in the classroom and peer social settings</li> </ul>	<p><u>Set 2:</u>  TE – Topic VII V 1: Money, Lesson 6 (p. 149)</p> <p>TE – Topic VII V 2: Time, Lesson 6 (pp. 157-158)</p> <p>TE – Topic VII V 3: Numbers: 101-1,000, Lesson 7 (pp. 170-171)</p>	<p>√</p>

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<p><b>STANDARD 3: Students will use appropriate learning strategies to extend their communicative competence.</b></p> <ul style="list-style-type: none"> <li>• Observing and learning from the action of others how to speak and behave appropriately in a particular situation or setting</li> <li>• Experimenting with variations of language in social and academic settings</li> <li>• Seeking information about appropriate language use and behavior</li> <li>• Self-monitoring and self-evaluating language use according to setting and audience</li> <li>• Analyzing the environment to determine appropriate language use</li> <li>• Practicing variations of language in different settings</li> </ul>	<p>Throughout <i>Carousel</i>, students use strategies to extend their communicative competence. Students observe and learn from the actions of others, experiment with variations of language in social and academic settings, seek information about appropriate language use and behavior, evaluate language use according to setting and audience, analyze the environment to determine appropriate language use, and practice variations of language in different settings. Specific examples of all these activities are indicated below in reference to specific performance indicators by grade level.</p>	<p>√</p>
<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Observe language use and behaviors of peers in different settings and use them appropriately</li> <li>• Test appropriate use of newly acquired gestures and language</li> </ul>	<p><u>Set 1:</u>  TE – Topic IV V 3: Numbers: Ordinal, Lesson 3 (pp. 189-190) and IP&amp;W IV V 1 and IV V 2   TE – Topic IV V 4: Zoo Animals, Lesson 9 (pp. 204-205)   TE – Topic IV V 5: Food, Lesson 7 (p. 213)   TE – Topic IV V 6: Body Parts, Lesson 6 (p. 220) and IP&amp;W I V 2</p>	<p>√</p>
<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Rehearse different ways of speaking according to the formality of the setting</li> <li>• Use age-appropriate idioms and slang</li> <li>• Use technology to seek information on appropriate language use and behavior</li> <li>• Question others about appropriate language use and behavior</li> </ul>	<p><u>Set 2:</u>  TE – Topic VII V 1: Money, Lesson 6 (p. 149)   TE – Topic VII V 5: Miscellaneous, Lesson 4 (pp. 192-193)   TE – Topic VIII V 1: Occupations, Lesson 2 (p. 203), Lesson 9 (p. 212-213), and Lesson 10 (p. 213)   TE – Topic VIII V 2: Holidays, Festivals &amp; Seasons, Lesson 10 (p. 232)   TE – Topic VIII V 3: Time, Lesson 5 (pp. 238-239)   CIAB, Book 8 (p. 86)</p>	<p><i>partially meets standard</i></p>

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<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Observe appropriate behavior of others in different situations and settings and model it</li> <li>• Rephrase an utterance when it results in cultural misunderstanding</li> </ul>	<p><u>Set 2:</u>  TE – Topic VIII V 1: Occupations, Lesson 1 (pp. 200-202) and Lesson 10 (p. 213) and the following components: IP&amp;W VIII V 1 and ITP/P #30 and # 31</p> <p>TE – Topic VIII V 2: Holidays, Festivals &amp; Seasons, Lesson 10 (p. 232)</p> <p>TE – Topic VIII V 3: Time, Lesson 7 (pp. 240-241)</p> <p>CIAB, Book 8 (pp. 78, 83, 89, and 90)</p>	√
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**Assessment**

The *Carousel* program includes a variety of assessment components for both short-term (formative) and long-term (summative) evaluation:

**Level Guidelines** (found at the beginning of each level) state the goals for the level and provide an overview of what to expect from each student at each level.

**Observing Student Progress** (found at the end of each lesson) reminds teachers to stop and evaluate students’ progress at the end of each lesson.

**Evaluation Checklists** (found at the end of each level) can be reproduced and used to informally assess and record individual student’s areas of strength and weakness.

**Level Assessments** (found in the Activity Book) assess how well students have integrated the language skills taught on the level.

**Language Profile Cards** (set of 25) are used for recording student progress. Topics and levels are checked off after the lessons for the entire level have been completed and the Level Assessments have been given and passed.

In addition, Resource Sheets and student’s own writing provide informal assessment of a student’s reading and writing skills.

Students are placed into the appropriate level of the program using the Level Assessments. Each Level Assessment takes the form of a game to be administered to a small group of students, reducing students’ anxiety and allowing for a stress-free testing. The teacher prepares the Level Assessment by reproducing the needed pages from the Activity Book to create a game board. Students select a card or spin a spinner and find the appropriate square on the game board. Each square asks students to answer a question or perform a task based on the content for that level. For

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example, students may be asked to answer questions about themselves, their family, or their school. Or, they may be asked to follow directions, express thanks, emotions, or greetings, or demonstrate what they would say if they did not understand something the teacher said. When the Level Assessments are used to place a student into the *Carousel* program, the following criteria are applied: If a student gives 8, 9, or 10 correct answers (80%+), test on the next higher level of the test until the student's instructional level is found. If a student gives 5, 6, or 7 correct answers (50-79%), stop testing and place the student on the level tested. If a student gives 0-4 correct answers (0-49%), test on the next lower level of the test until the student's instructional level is found.

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