

# El Monte Union High School District

## Course Outline

5/15/09

**High School:** District-Wide

Title: <u>ELD 1/ ELD 1 Lab</u>  Transitional* _____ (Eng. Dept. Only)  Sheltered (SDAIE)* <u>    </u> Bilingual* <u>    </u>  AP** _____ Honors** _____  Department: <u>    English    </u>  Grade Level (s): <u>    9-12    </u>  Semester _____ Year <u>    X    </u>  Year of State Framework Adoption <u>    1997    </u>	This course meets graduation requirements:  <input checked="" type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Science <input type="checkbox"/> Social Science	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

**1. Prerequisite(s):** None

**2. Short description of course which may also be used in the registration manual:**

The purpose of ELD 1 is to develop basic survival vocabulary and communication skills along with academic ability in non-English speaking students. The course places emphasis on language development and communication, everyday/academic concepts and vocabulary, in addition to reading skills. Likewise, students will also explore literary analysis and appreciation, and learn cognitive academic skills (i.e. learning strategies, along with skills in test taking, critical thinking and research). The students will develop listening, speaking, viewing, and how to represent ideas and information in graphic or illustrated form. They will increase their writing, grammar, usage,

mechanics and spelling. The students will examine technology and media. The class will also build multicultural awareness and appreciation.

An ELD Lab section is required for each ELD 1 course. The lab serves as time to reinforce and support the ELD course with supplementary materials and extended oral and writing practices.

**3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):**

A. Students will apply academic skills by:

- a. decoding English phonemes
- b. learning content vocabulary
- c. learning basic grammar structures and language functions
- d. using charts, graphs, maps
- e. writing sentences, paragraphs, journals, and reports
- f. reading information and biographical text, myths, stories, and poetry

B. Students will apply career-readiness skills by:

- a. applying literacy and critical thinking skills to real-life problems
- b. working in cooperative groups
- c. utilizing technology in preparing assignments
- d. setting goals and prioritizing assignments

C. Students will utilize technology as a tool by:

- a. using Oxford Picture Dictionary program
- b. using word-processing assignments for personal and class booklets
- c. using the Internet to research topics

D. Students will demonstrate effective personal and interpersonal skills by:

- a. recording assignments in agendas
- b. creating and meeting time lines
- c. keeping journals and reading logs
- d. working in collaborative groups
- e. assuming roles in collaborative group structure

E. Students will show awareness and respect for diverse communities by:

- a. reading and discussing a wide range of culturally diverse material
- b. respecting other students and adults

F. Students will prepare to be healthy individuals by:

- a. discussing examples of good mental and physical health
- b. developing a positive self-image through hard work resulting in personal and academic growth

**4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:**

- A. A rich variety of multicultural literatures that fosters self-esteem and cultural worth is presented in the curriculum and available in classroom libraries.
- B. Dictionaries are provided in students' first language.
- C. Prior knowledge is probed to connect existing knowledge with knowledge to be learned.
- D. Visual aids are utilized during instruction, such as pictures, transparencies, films, realia, and audiotapes/CDs.
- E. As necessary, literature is read aloud.
- F. STRP strategies, such as Word Meaning, Metacognition, Text Structure, Prior Knowledge, and Inferences, provide tools to improve reading and thinking skills.
- G. Collaborative groups and pair shares give students opportunities for students to help each other.

**5. Describe the interdepartmental articulation process for this course:**

Interdepartmental articulation is on-going and driven by a common need to improve literacy skills school-wide.

**6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

Throughout the year, students will engage in career-awareness activities that emphasize the connection between school and post-secondary educational requirements. These include filling out job applications, reading, about careers, and role-playing basic interviews. This emphasis is connected to Arroyo High School's six career paths, which stress acquiring career awareness, setting career goals, and creating educational plans,

**7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

A. Textbook(s) and Core Reading(s):

Basic Level Highpoint Series and corresponding resource material

B. Supplemental Materials and Resources:

Side by Side workbooks by Molinsky and Bliss

Oxford Picture Dictionary

DLM picture cards, picture books, native language dictionaries (Longman, and Oxford), pictures, magazines, newspapers, software.

8.

▪ **Objectives of Course**

The objectives of ELD 1 / ELD 1 Lab is to prepare students to successfully transition to to ELD 2 / ELD 2 Lab by mastering the appropriate State ELD standards (see attached)

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

(see unit detail and pacing plan attached)

• **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

(see standards alignment attached)

▪ **Student performance standards**

Students will develop the **vocabulary** as outlined in the pacing plan

Students will be able to **follow oral and written instructions**

Students will **comprehend** what they read

Students will be able to **listen to and comprehend** what they **hear** in English

Students will **write** simple sentences and simple paragraphs

Students will **participate** in classroom oral and written activities

Students will **show respect for diversity**

▪ **Evaluation/assessment/rubrics**

District-wide benchmark exams

Assessments in Highpoint including unit tests

Teacher prepared assessments

▪ **Include minimal attainment for student to pass course**

The following grading scale is for the entire course including tests, quizzes, participation, homework, and benchmark exams:

A	90 – 100%
B	80 – 89%
C	70 – 79 %
D	60 – 69%
F	below 60%

A student must minimally receive a class average of 60% to pass this course.

## High Point Basic Level Pacing Plan September 2009

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
	1	2 Rules & Syllabus Lakeside	3 Lakeside	4 Lakeside
7 Labor Day Holiday	8 Lakeside	9 Lakeside	10 Lakeside	11 Unit 1
14 Unit 1	15 Unit 1	16 Unit 1	17 Unit 1	18 Unit 1
21 Unit 2	22 Unit 2	23 Unit 2	24 Unit 2	25 Unit 2
28 Unit 2	29 Unit 2	30 Unit 3		

## High Point Basic Level Pacing Plan October 2009

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
			<b>1</b> Unit 3	<b>2</b> Unit 3
<b>5</b> Unit 3	<b>6</b> Unit 3	<b>7</b> Unit 3	<b>8</b> Unit 3	<b>9</b> Post-test #1
<b>12</b> Pre-test #2 Unit 4	<b>13</b> Unit 4	<b>14</b> Unit 4	<b>15</b> Unit4	<b>16</b> Unit4
<b>19</b> Unit 4	<b>20</b> Unit 4	<b>21</b> Unit 4	<b>22</b> Unit 4	<b>23</b> Unit 4
<b>26</b> Unit 5	<b>27</b> Unit 5	<b>28</b> Unit 5	<b>29</b> Unit 5	<b>30</b> Unit 5

## High Point Basic Level Pacing Plan November 2009

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
2 Unit 5	3 Unit 5	4 Unit 5	5 Unit 5	6 Unit 6
9 Unit 6	10 Unit 6	11 Unit 6	12 Unit 6	13 Veteran's Holiday
16 Unit 6	17 Unit 6	18 Unit 6	19 Unit 6	20 Post Test #2
23 Pre-Test #3 Unit 7	24 Grades due Unit 7	25 Pupil/Teacher Free Day	26 Thanksgiving Day	27 Thanksgiving Day
30 Unit 7				

## High Point Basic Level Pacing Plan December 2009

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
	<b>1</b> Unit 7	<b>2</b> Unit 7	<b>3</b> Unit 7	<b>4</b> Unit 7
<b>7</b> Unit 8	<b>8</b> Unit 8	<b>9</b> Unit 8	<b>10</b> Unit 8	<b>11</b> Unit 8
<b>14</b> Unit 8	<b>15</b> Unit 8	<b>16</b> Unit 9	<b>17</b> Unit 9	<b>18</b> Pupil/Teacher Free Day
<b>21</b> Winter Break	<b>22</b> Winter Break	<b>23</b> Winter Break	<b>24</b> Winter Break	<b>25</b> Winter Break
<b>28</b> Winter Break	<b>29</b> Winter Break	<b>31</b> Winter Break	<b>31</b> Winter Break	

## High Point Basic Level Pacing Plan January 2010

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
				<b>1</b> Winter Break
<b>4</b> Unit 9	<b>5</b> Unit 9	<b>6</b> Unit 9	<b>7</b> Unit 9	<b>8</b> Unit 9
<b>11</b> Unit 9	<b>12</b> REVIEW	<b>13</b> REVIEW	<b>14</b> REVIEW	<b>15</b> REVIEW
<b>18</b> Martin Luther King Holiday	<b>19</b> REVIEW	<b>20</b> Finals Post-test #3	<b>21</b> Finals Post-test #3	<b>22</b> Finals Post-test #3 First Semester Ends
<b>25</b> Pupil/Teacher Free Day	<b>26</b> Second Semester Begins Pre-test #4 Unit 10	<b>27</b> Unit 10	<b>28</b> Unit 10	<b>29</b> Unit 10

## High Point Basic Level Pacing Plan February 2010

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>1</b> Unit 10	<b>2</b> Unit 10	<b>3</b> Unit 10	<b>4</b> Unit 10	<b>5</b> Unit 10
<b>8</b> Unit 10	<b>9</b> Unit 11	<b>10</b> Unit 11	<b>11</b> Unit 11	<b>12</b> Unit 11
<b>15</b> Lincoln's Birthday	<b>16</b> Unit 11	<b>17</b> Unit 11	<b>18</b> Unit 11	<b>19</b> Unit 11
<b>22</b> Presidents' Day	<b>23</b> Unit 11	<b>24</b> Unit 11	<b>25</b> Unit 12	<b>26</b> Unit 12

## High Point Basic Level Pacing Plan March 2010

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>1</b> Unit 12	<b>2</b> Unit 12	<b>3</b> Unit 12	<b>4</b> Unit 12	<b>5</b> Unit 12
<b>8</b> Unit 12	<b>9</b> Unit 12	<b>10</b> Unit 12	<b>11</b> Unit 12	<b>12</b> Post-test #4
<b>15</b> Pre-test #5 Unit 13	<b>16</b> Unit 13	<b>17</b> Unit 13	<b>18</b> Unit 13	<b>19</b> Unit 13
<b>22</b> Unit 13	<b>23</b> Unit 13	<b>24</b> Unit 13	<b>25</b> Unit 13	<b>26</b> Unit 14
<b>29</b> Unit 14	<b>30</b> Unit 14	<b>31</b> Unit 14		

## High Point Basic Level Pacing Plan April 2010

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
			1 Unit 14	2 Pupil/Teacher Free Day
5 Spring Break	6 Spring Break	7 Spring Break	8 Spring Break	9 Spring Break
12 Unit 14	13 Unit 14	14 Unit 14	15 Unit 14	16 Unit 15
19 Unit 15	20 Unit 15	21 Unit 15	22 Unit 15	23 STAR Unit 15
26 STAR Unit 15	27 STAR Unit 15	28 STAR Unit 15	29 STAR Unit 15	30 STAR Post-test #5

## High Point Basic Level Pacing Plan May 2010

Monday	Tuesday	Wednesday	Thursday	Friday
3 STAR Pre-test #6 Unit 16	4 STAR Unit 16	5 STAR Unit 16	6 STAR Unit 16	7 STAR Unit 16
10 STAR Unit 16	11 STAR Unit 16	12 STAR Unit 16	13 STAR Unit 17	14 STAR Unit 17
17 STAR Unit 17	18 STAR Unit 17	19 STAR Unit 17	20 STAR Unit 17	21 STAR Unit 17
24 Unit 17	25 Unit 18	26 Unit 18	27 Unit 18	28 Unit 18
31 Memorial Day				

## High Point Basic Level Pacing Plan June 2010

Monday	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
	<b>1</b> Unit 18	<b>2</b> Unit 18	<b>3</b> Unit 18	<b>4</b> Unit 18
<b>7</b> REVIEW	<b>8</b> REVIEW	<b>9</b> REVIEW	<b>10</b> REVIEW	<b>11</b> REVIEW
<b>14</b> Finals Post-test #6	<b>15</b> Finals Post-test #6	<b>16</b> Finals Post-test #6	<b>17</b>	<b>18</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>28</b>	<b>29</b>	<b>30</b>		