

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

ENGLISH LANGUAGE DEVELOPMENT 1-4

I. Overview:

The ELD (English Language Development) Course of Study was written by Debbie McCrea and Mike Levinson.

ELD is its own subject area/discipline. ELD 1-4 is taught at Tamalpais, Redwood, and Sir Francis Drake High Schools. ELD 1-4 is recommended to all EL students in grades 9-12 who test at CELDT Level 1-3. The courses are also open to those English Learners with CELDT Levels 4-5 and those students who have been recently reclassified as Fully English Proficient (RFEP.)

ELD 1-2 is a year-long course, and ELD 3-4 is a second year of ELD instruction which provides more time and support for students needing to learn the English language and require further targeted academic language development. ELD 1-2 and ELD 3-4 can be taught in the same ELD class at the same time, with differentiated instruction to meet students' individual learning needs and advance their English language skills. Students with CELDT levels 1-3 may additionally co-enroll in an ELD AW (Academic Workshop) Class.

ELD 1-2 has received UC approval in English "b" area (2016). ELD 3-4 is not UC approved, but can count towards the district's 4-year graduation requirement in English language arts. Thus, two years of ELD may apply to the TUHSD English graduation requirement, and one year may also be used to meet one of the four years of English for UC English requirements. If students complete the two years of the ELD 1-4 sequence, they may enroll in ELD again, and it is then considered an elective.

This course is not being submitted for possible UC honors designation, and it is not an integrated course. There are no prerequisites recommended or required for this course.

- II. Introduction:** ELD is designed for the student whose native language is other than English and whose proficiency in English is below fluent on the CELDT. It provides the ELL students with language development instruction designed to develop their speaking, listening, reading and writing skills while addressing CA English Language Development Standards. The overarching goals of the course are therefore to prepare students who

are learning English as a new language with the key knowledge, skills, and abilities in order to access, engage with, and achieve in grade-level academic content. Other goals include gaining cultural understanding, integration into the school community, and socioemotional growth.

III. Course Content

Units of Study: Current Events/ Media Literacy

- **Learning Goals (knowledge and skills):** Students interact via written English (print: Newsela website, school newspaper - and multimedia: CNN Student News) on current events. Throughout the unit, they recursively engage in developing media literacy, as they recycle concepts, vocabulary, skills, and cultural comparisons. In this unit, students apply critical thinking to interpret complex texts based on contextual clues, and they interact, collaborate, comprehend, and communicate, making appropriate linguistic choices. Students begin with an understanding of basic vocabulary and accessing prior knowledge, and after a progression of varied learning activities, have a depth of understanding about a given relevant topic. To read closely, they read silently and then aloud transcripts, with sufficient accuracy and fluency to support comprehension, and finally listen actively to audio and video recordings, recognizing and distinguishing the sounds of English. They apply varied and precise vocabulary related to the cross-curricular content and take risks to engage in dialogue with peers, first establishing understanding, and then offering opinions and creative problem-solving beyond the scope of the immediate content.
- **Assessment Evidence:** In this CNN Student News assignment about International Women's Day, the student produces orally and in writing, demonstrating understanding of the text and video and expressing their personal opinions and answering extension questions. The student learns relevant vocabulary and content knowledge, as well as improving reading literacy and analysis by identifying key understandings. Students will be assessed on completion of written work, including extension activities, as well as engagement during spoken and listening activities.
- **Instruction:** Students will compile a portfolio of activities of current events, which are assessed individually based on growth and accuracy in above skills, and then as a culminating exercise, will reflect both verbally and in writing on the greater understandings from the entire unit, and suggest ideas for further study. To support beginners (CELDT levels 1-3), students will be paired with students who speak the same language, a peer tutor, or work one-on-one with the teacher and teacher notes to access the content. To support more advanced (level 3-5 CELDT) students, optional extension questions will be included that require research, deeper analysis and greater application to the real world, especially with cultural comparisons.

Unit of Study: Controversial Issues Debate

- **Learning Goals:** Students will interact meaningfully, building on collaborative, interpretive and productive English skills within the context of researching, analyzing and debating controversial issues facing society. They will collectively brainstorm hot button topics, use choice to select a topic of interest with a partner, research using primary source texts, evaluate diverse arguments and voices, learn academic vocabulary and build knowledge in various content areas, and support their opinions through speaking and writing. Students learn academic terminology related to debating and how to use evidence to establish argument. Students study complex sentence structure and “if” clauses. Students will display cultural sensitivity and develop multicultural competence. Students will build their 21st century skills using creativity, technology and collaboration to argue their point of view effectively and confidently in a safe learning environment.
- **Assessment Evidence:** With a partner, students integrate information from their graphic organizer from their research to produce a presentation that clearly displays the pros and cons of using uniforms in school. Students include graphics, key words and clearly lay out both sides of the argument. Students practice this debate many times, using transition words, and present verbally to the class. Students are assessed on their ability to clearly present the information both verbally and with the visual presentation.
- **Instruction:** Students take notes on the various debates (accessing the visual outside of the presentation if necessary) including key vocabulary, and major pros and cons. They then develop in writing their personal reaction to the issue, integrating some of the arguments presented and justifying their own point of view with personal reasons. Students later engage verbally with the argument in a more informal secondary debate, demonstrating their understanding of the content and the skill of debating. Beginning students may use a notecard with the oral presentation, and are given model reactions to use as a guide to formulating their arguments. Advanced students will be encouraged to take the arguments further and research and include new reasons.

Unit of Study: Local History - Angel Island

- **Learning Goals:** Students gain a deeper understanding of their local community through becoming experts on a local site of high interest. They will learn through studying history, watching videos, exposure to personal narratives, studying maps, and exploration in person. Students will gain insight into history, and how Angel Island exemplifies key local events, such as colonization, wars, and immigration. They will read primary texts, listen and interpret videos, engage in collaborative learning with peers, and become stronger at writing and presenting verbally in front of an audience.

- **Assessment Evidence:** Prior to field trip, students collectively create a class timeline of important events in Angel Island History, each group with a particular timeframe. Students read text, identify main points, synthesize information in written form, locate or create accompanying graphics, and present verbally to class. Students will be assessed with a rubric on their ability to meet these goals.
- **Instructions:** On class field trip to Angel Island, students verbally present their component of the research in an comprehensible and appropriate manner using little to no supports (depending on CELDT levels). Other students ask questions and take photos. Students later use photos to contribute to the digital class photo album which includes a written synopsis of their own research, larger learning outcomes, and a reflection on the class experience.

Unit of Study: Understanding My Community

- **Learning Goals:** In this unit, students will work towards identifying, analyzing, and contributing to the community around them. Students recognize the factors that bring communities together or divide them apart, and begin to make personal connections so that they can understand how they belong to their school, neighborhood, and greater community. In addition to learning about the essential vocabulary needed to identify and describe communities, students will read narratives, poetry, and articles to expand their understanding and knowledge. Each class will include collaborative activities where the students explore one another's different perspectives of the readings and community experiences. An emphasis is placed on a multicultural understanding of community that recognizes and honors diverse opinions and perspectives.
- **Assessment Evidence:** Students will write personal narratives about their own experiences in their home country along with their new community. Students will be assessed on their ability to communicate their ideas clearly in writing, as well as using a variety of vocabulary, grammar and sentence structures. Students will follow a process of editing and also be assessed on growth.
- **Instruction:** For the culminating assignment, students will develop a plan for improving or adding to an element of their community, such as an art faire that would celebrate the diversity of their community. The students work collaboratively to find a way that they can engage and contribute to their school, neighborhood, town, etc. Collaborative teams must write a detailed explanation of their plan, include a visual, and prepare and deliver an oral presentation to the class. To address listening, students need to take notes during other teams' presentations. To create more comfort with conversation, students will then debrief verbally each presentation. To address newcomers (levels 1-3 CELDT) students will be given a model plan so they have a target of the outcome. Also, they will be paired heterogeneously and collaborate with students of different CELDT levels. Advanced

students will be challenged to integrate their expertise and take leadership in the group work.

Unit of Study: The Drama Experience

- **Learning Goals:** Through drama study, students utilize all of the essentials of language arts. Students must read and interpret their lines, write original dialogues and explanations of the meaning of short plays, speak clearly when performing scenes, and listen carefully to the lines performed by other students and in play performances. Students will study a variety of short plays written by a diverse representation of authors. They will read some of the plays, but they will also watch sections of performances on video and go see a live play at the school theater. Throughout the unit, students will collaborate extensively to understand and perform short dialogues, discovering meaning and tone throughout the process. Students will explore characterization and study the emotional development of characters in different scenes. Each day in class, students will perform an assigned dialogue that will inform collaborative discussions throughout the period.
- **Assessment Evidence:** For the culminating assignments, students will perform a short play, working with a collaborative team to memorize and learn the meaning of lines, practice blocking and inflection, and perform for an audience of school staff and parents.
- **Instruction:** As part of the process, students write an explanation of their assigned character and an analysis of the ideas in their scene. Students also earn specific academic vocabulary to use when describing characters, tone, and theater. On performance day, students come to class dressed as their character. After the performance, each student will talk to the audience about his or her character and what he or she was trying to show with his or her specific performance. This assignment is differentiated through the level of difficulty of specific scene assignments. Newcomers will also be allowed a note card.

Course Texts and Materials (primary and/or supplemental; websites used):

- CNN Student News
- Newsela
- Songs
- Duolingo App
- Rosetta Stone
- More Grammar Practice Level, 1, 2, 3 Heinle ISBN-13: 978-1111220105
- Touchstone Workbook Series Cambridge University Press ISBN-13: 978-0521666107

In English Language Development, units are integrated to include the following areas of language development:

I. Interacting in meaningful ways:

- A. Collaborative: Students will learn to collaborate and engage in dialogue with others through the following methods:
 - Exchanging information and ideas via oral communication and conversations
 - Interacting via written English (print and multimedia)
 - Offering opinions and negotiating with or persuading others
 - Adapting language choices to various contexts
- B. Interpretative: Students will learn essential interpretation skills (comprehension and analysis of written and spoken texts) by doing the following:
 - Listening actively and asking or answering questions about what was heard
 - Reading closely and explaining interpretations and ideas from reading
 - Evaluating how well writers and speakers use language to present or support ideas
 - Analyzing how writers use vocabulary and other language resources
- C. Productive: Students will learn the essential speaking and writing skills, including the following:
 - Expressing information and ideas in oral presentations
 - Writing literary and informational texts
 - Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - Selecting and applying varied and precise vocabulary and other language resources

II. Learning About How English Works

- A. Students will learn to structure cohesive texts and the following skills:
 - Understanding text structure and organization based on purpose, text type, and discipline
 - Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
- B. Students will learn how to expand and develop enriching ideas through the following methods
 - Using verbs and verb phrases to create precision and clarity
 - Using nouns and noun phrases to expand ideas and provide more detail
 - Modifying to add details to provide more information and create precision
- C. Students will learn how to connect and condense ideas through the following methods:
 - Connecting ideas within sentences by combining clauses
 - Condensing ideas within sentences using a variety of language resources

III. Using Foundational Literacy Skills

- Students will learn how to recognize and distinguish the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures)
- Students will learn how to apply the English sound system
- Students will review and develop Phonics and Word Recognition skills

The following language skills are addressed in ELD 1 and 2:

Listening and Speaking:

1. Students learn to meet and greet people with the correct language (hello, how are you, nice to meet you, etc . . .)
2. Students learn to understand what the teacher is saying by using simple words and phrases and non-verbal responses
3. Students learn to ask simple questions
4. Students learn to describe people and things
5. Students learn to understand words that are used a lot in certain situations

Reading:

1. Students learn to understand and say most English sounds when they have read
2. Students learn to read and write a response to questions about what they have read
3. Students learn to make a list of words they are learning
4. Students learn to read and follow simple directions
5. Students learn to use a chart or map to show information
6. Students learn to understand the function of a table of contents, index, and glossary

Writing:

1. Students learn to write simple sentences from a list of words
2. Students learn to write a short story by watching how the teacher writes
3. Students learn to write briefly about his or her life
4. Students learn to complete basic forms that require information (e.g. name, address, telephone number)
5. Students learn to correct basic grammar

Students will develop 21st Century Learning skills using critical thinking, collaboration, and creativity in various instructional contexts including project based learning and direct instruction.

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