

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Emerging English Language Development (ELD)
2. Transcript Title/Abbreviation:	Emerging ELD
3. Transcript Course Code/Number:	5L01
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development ELD
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	March 21, 2019
13. Brief Course Description: <p>Emerging ELD is a one-year English Language Development course specifically designed to accelerate language acquisition for students who have been in the U.S. for less than a year and have been identified by the state language proficiency assessment as Novice. This course provides students with an introduction to basic grammar and English vocabulary. Designed as an intensive language development course, the class is taught in a two-period block of English Language Development. The course is structured around California English Language Development Standards and Common Core State Standards in English-Language Arts.</p>	
14. Prerequisites:	Students must be in country less than a year and have scored Novice Performance level on the Initial English Language Proficiency Assessments for California (ELPAC).
15. Context for Course: <p>The Emerging ELD course fulfills a language development requirement for students new to learning English as a second language as determined by the state language proficiency assessment. This course will develop necessary basic language skills students require to access the core content areas.</p>	
16. History of Course Development: <p>This course reflects the 2014 ELA/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.</p>	
17. Textbooks:	Pearson. [Savvas] <i>My Perspectives English Language Arts</i> . Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim

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	Cummins, Ph.D., English Language Development. 9 th – 12 th Grade. 2017.
18. Supplemental Instructional Materials:	READ 180/System 44
C. COURSE CONTENT	
<p>1. Course Purpose:</p> <p>Novice English Learners require substantial linguistic support, therefore this Emerging ELD level course is designed to attend to the language learning needs of ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the CA ELD Standards are used to help students develop critical language skills they need for content learning in English. English Learners’ language skills are developed primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; and justifying their opinions by persuading others with relevant evidence. These activities help English Learners strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.</p> <p>In this course, students also learn to develop advanced levels of English in order to access core curriculum. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.</p>	
<p>2. Course Outline:</p> <p>In this Emerging ELD course, students will be provided with a Newcomer Program to be used at the beginning of the course to familiarize students with basic grammar, survival vocabulary, and language they need to obtain necessities, make requests, and understand instructions. These lessons incorporate listening, speaking, reading and writing and will engage students in activities that address the ELD standards. Once students have completed the Newcomer Program, they move on to the next phase of the course which ensures access to the core and is designed to provide students opportunities to connect to a text, collaborate with others, interpret meaning and language, produce written and oral tasks, and reflect upon their learning.</p> <p>Connect to text:</p> <p>While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.</p> <p>Collaborate with others: Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges, and adapt language choices to various contexts.</p> <p>Interpret: Students listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or</p>	

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evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Produce: Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information. Students also justify their own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas. Students learn to modify phrases to add details and connect and condense ideas.

Reflect: Students exchange information and ideas with others, adapt language choices to various contexts, justify their own arguments and evaluate others' arguments in writing. Students select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. First Read: The Best Thanksgiving Ever

Work together in small groups to analyze *"The Best Thanksgiving Ever"* and explain the causes and effects that appear in the plot. Work in small groups to practice sharing and discussing your opinions, using the discussion prompts. Then, use the self-evaluation tool to evaluate your participation in the discussion. Remember to focus on the discussion skill of providing coherent and well-articulated comments. Before commenting, ask yourself:

- Have I thought through what I want to say?
- Does what I say make sense?
- Could I express myself any more clearly?

Discussion Sentence Frames:

- One effect of Katherine's curiosity is the way her mother and Aunt _____
- The cause of the disagreement between Katherine's mother and aunt is _____
- One reason for the event that caused their argument is that Aunt Prudence _____
- One effect of their argument is that Katherine's mother and Aunt Alice _____

2. Vocabulary:

Have students use the Visual Vocabulary chart that accompanies the lowest Lexile® level version of "The Best Thanksgiving Ever." Use these gestures and sentence exemplars as needed to clarify meanings:

- Exposed: Pulling away the drape exposed the painting to the guests.
- Festive: Dance and twirl about
- Perceptive: "I can tell from your face that you're getting hungry."
- Fray: Pantomime arguing
- Studied: Pantomime holding a book and tracing down the page with one's finger
- Disagreeable: Their loud argument was disagreeable to the other party guests, who started to leave.

Then, ask students to complete the chart by dragging and dropping the correct picture to match each word.

3. Meaningful Interaction:

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- Point out to students that this story involves many different cause and effect relationships. Some of these relationships are never stated directly in the text; readers must instead infer them from clues in the writer's language and details given about the characters and the situation.
- Have students fill in the sentence frames in the activity on their Access 1 Handout.
- Have students use sentence frames with substantial guidance in the Access 1 Handout to offer and share opinions. If you have students that are struggling with the sentence frames, rephrase the sentence frames in the form of *yes-no* and/or *wh-* questions. For example:
 - Did past events have an effect on Thanksgiving dinner?
 - What past event caused tension at Thanksgiving dinner?
 - What was the reaction to Katherine's speech at the end?
 - Why do you think Elizabeth was grinning when Katherine's mother yelled at her?

4. Scaffolded writing:

How do we develop empathy for others?

- This is the title/driving question for the unit as a whole. Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy? Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the Blast question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- When drafting their initial response to the driving question, have students refer to this sentence frame on their handout:
 - I believe that we develop empathy through _____ because _____.
 - Point out how the sentence frame borrows the language of the question. Also, point out to students how the _____ frame guides them ("because") to further explain their thoughts and opinions.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

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The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade