



## BACKGROUND INFORMATION

### **Brief Course Description:**

This yearlong course provides students with skills in reading, writing, speaking, and listening. Course content focuses on the development of survival language, interpersonal communication skills, and exposure to simple literary and non-fiction text selections. Successful completion of this course will enable students to move into ELD 2. This course is the first in a sequence designed to move students into regular English language arts curriculum.

### **Context for Course:**

- The course is inspired and directed by DJUSD goals, objectives, and strategies.
- The course is aligned with the new ELPAC levels and ELD Standards

### **List the State/District Standards addressed in this course.**

See "Course Objectives" for a specific list of the standards covered in each unit.

### **History of Course Development:**

This course replaces the ELD 1A/1B and ELD 2A/2B courses. This change is due to the fact that the state of California changed from the 5 level EL system of the CELDT to the 4 level EL system of the ELPAC in 2018.

## COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

- Students will be able to write in complete sentences using both the simple present and present progressive tense.
- Students will be able to write complete sentences using both the simple past and past progressive tense.
- Students will be able to write complete sentences in the future tense.
- Students will be able to use a variety of prepositional phrases, adjectives, and adverbs to give their sentences more substance.
- Students will learn new vocabulary words as the year progresses.
- Students will read numerous fiction and non-fiction stories and articles.
- Students will be able to engage confidently and respectfully in class presentations and discussions.

## COURSE OBJECTIVES

### **Students will meet the ELD Standards in:**

11/12<sup>th</sup> Grade ELD Standards Part I: Interacting in Meaningful Ways (Emerging)

1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.
2. Interacting via written English Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.
9. Presenting Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.
10. Writing a) Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

## 11/12<sup>th</sup> Grade ELD Standards Part II: How English Works (Emerging)

1. Understanding text structure; Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/ explanatory texts, and narratives.
2. Understanding cohesion; a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts. b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, finally) to comprehending and writing brief texts.
3. Using verbs and verb phrases; Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline to create short texts on familiar academic topics.
4. Using nouns and noun phrases; Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.
5. Modifying to add details; Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.
6. Connecting ideas; Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and join ideas (e.g., I want to read this book because it tells the history of Pi.).
7. Condensing ideas; Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., The students asked survey questions and recorded the responses.).

## COURSE OUTLINE

### Unit 1: Word Types and Personal History

*Supplemental texts may include:*

**Articles from News ELA or other sources**

**Edge Foundations**

*Grammatical Tasks:* Use of subjects, nouns, verbs (present tense), objects, adjectives; key vocabulary terms

*Writing Tasks:* Correct use of subject-verb agreement; simple descriptive sentences in present tense; Description of Self/ Personal Story paragraphs(s); summary paragraph(s)

*Verbal Tasks:* Speaking simple sentences out-loud.

### Unit 2: Past Tense and Past Figures

*Supplemental works may include:*

**Articles from News ELA or other sources**

**Edge Foundations**

*Grammatical Tasks:* Continued practice of unit one skills; past tense verbs; prepositional phrases, key vocabulary terms

*Writing Tasks:* Continued practice of unit one skills; simple descriptive sentences in past tense; respected/wise person paragraph(s)

*Verbal Tasks:* Continued practice of unit one skills; speaking simple past tense sentences out-loud; presentation of respected/wise person

### Unit 3: Progressive Tense and Current Catastrophes

*Supplemental works may include:*

**Articles from News ELA or other sources**

**Edge Foundations**

*Grammatical Tasks:* Continued practice of skills from previous units; adverbs; progressive tense; key vocabulary

*Writing Tasks:* Continued practice of skills from previous units; descriptive sentences in present progressive tense; brief report on some form of catastrophe (natural/manmade, current or historical – up to teacher discretion)  
*Verbal Tasks:* Continued practice of skills from previous units; speaking present progressive sentences out-loud; presentation of catastrophe (possibly in PowerPoint or Google Slides format)

#### **Unit 4: Possessive Form and Film Summary**

*Supplemental works may include:*

**Film of teacher's choosing**

*Grammatical Tasks:* Review of skills from previous units; possessive tense and possessive adjectives; comparative adjectives; key vocabulary

*Writing Tasks:* Continued practice of skills from previous units; writing sentences that contain possessive tense and possessive adjectives; short summary and review (2-3 paragraphs) of film

*Listening Tasks:* Listening to film in English with English subtitles.

#### **Unit 5: Future Tense and the Future of the Planet**

*Supplemental works may include:*

**Articles from News ELA or other sources**

**Edge Foundations**

*Grammatical Tasks:* Continued practice of skills from previous units; future tense; key vocabulary

*Writing Tasks:* Continued practice of skills from previous units; descriptive sentences in future tense; multiple paragraph report on topic relating to the future of the planet, or current situation of the planet (animal extinction, form of pollution, current issue – topic up to teacher discretion)

*Verbal Tasks:* Continued practice of skills from previous units; speaking future tense sentences out-loud; discussion (either scripted or unscripted; full class, small group, or partner) of topic

#### **Unit 6: Complex Sentences and Complex Topics**

*Supplemental works may include:*

**Texts of teacher's choosing; Pro/Con articles and texts from newsela.com; texts from Edge Foundations**

*Grammatical Tasks:* Review of skills from previous units; key vocabulary; compound and complex sentences; comparative adjectives

*Writing Tasks:* Continued practice of skills from previous units; practice writing compound and complex sentences; short summary and review of selected pro/con topic

*Verbal Tasks:* Presentation of pro/con topic (possibly with PowerPoint or Google Slides presentation).

#### **Unit 7: Choice Unit and Review**

*Supplemental works may include:*

**Texts of teacher's choosing; articles and texts from newsela.com; texts from Edge Foundations. If able, a larger text is hopefully attempted during this unit. Examples may include Number the Stars, Holes, a graphic novel; films such as Hotel Rwanda or Romero or other.**

*Grammatical Tasks:* Review of skills from previous units; key vocabulary; reading longer and more complex texts

*Writing Tasks:* Continued practice of skills from previous units; formal writing piece (2-4 paragraphs) on a given topic of teacher choice

*Listening Tasks:* Film viewing with subtitles

## TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition:

Previously Adopted?  Yes  No (If no, provide information directly below)

Cost per book

Total Cost

Budget Source

**Other:**

Past and current EL resources  
Newsela.com  
EDGE Fundamentals (Hampton-Brown)

## DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

Students will learn through a variety of instructional methods and strategies, including:

- Word sorts; vocabulary cards
- Power-points and technology driven presentation of information.
- Student driven projects (Individual, pairs, and teams).
- Read-alouds, close reading, and supported reading of texts; shared reading; graphic organizers; sentence frames; modeled writing
- Marking the texts; integrated grammar; direct grammar instruction
- Tutor and Bilingual Para Support
- Text translations

## ASSESSMENT METHODS AND/OR TOOLS

Prior to placement, students are assessed using the ELPAC.

Assessment of student performance will be based on:

1. Tests and quizzes
2. Oral presentations and discussions
3. Cooperative learning activities
4. Individual and group projects/presentations
5. Formative writing responses
6. Summative process writing

## ASSESSMENT CRITERIA

Student writing and oral communication are evaluated through teacher-developed rubrics aligned with the California ELD standards.

## HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.