

Secondary Course Description

Course descriptions are
updated and reviewed with
all new text adoptions.

COVER PAGE

1. Course Title: English Language Development 3	13. Subject Area: <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> CTE <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> DJUSD Graduation Elective <input type="checkbox"/> College Prep Elective (will seek UC/CSU approval)									
2. Transcript Title / Abbreviation: ELD 3										
3. Transcript Course Code / Number (Office Use Only):										
4. School: Davis Senior High School										
5. District: Davis Joint Unified School District										
6. Department: English										
7. Graduation Requirement it meets: English										
8. Length of Course: 1 year	14. Grade Level(s): 10-12									
9. Graduation Credits: 10	15. UC/CSU Requirement:									
10. School / District Web Site: http://www.djUSD.net	16. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input type="checkbox"/> No									
11. CBEDS Course Code:	17. GPA Types:									
12. School Contact: Name: David Achimore/Sonam Singh/Tom McHale Title/Position: Department Chair/Vice Principal/Tom McHale Phone: 530-757-5400 Ext.: Fax: 530-757-5429 E-mail: dachimore@djUSD.net ; ssingh@djUSD.net ; tmchale@djUSD.net	18. Credit Value: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____									
19. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, in what year? _____ Under what course title? _____										
20. Pre-Requisites: ELPAC Level 3 (intermediate) test score Co-Requisites:										
21. Preliminary Approval - Secondary Site Principal Signature (Must be signed before proceeding to Step 22): _____										
22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____										
23. Review & Approval: <table border="0"> <tr> <td>Date</td> <td></td> <td>Signature</td> </tr> <tr> <td>_____</td> <td>Site Curriculum and Instruction Leadership Team</td> <td>Signature/Title _____</td> </tr> <tr> <td>_____</td> <td>Secondary Department Articulation/Collaboration</td> <td>Signature/Title _____</td> </tr> </table> Secondary Principal Signatures: _____ Date: _____		Date		Signature	_____	Site Curriculum and Instruction Leadership Team	Signature/Title _____	_____	Secondary Department Articulation/Collaboration	Signature/Title _____
Date		Signature								
_____	Site Curriculum and Instruction Leadership Team	Signature/Title _____								
_____	Secondary Department Articulation/Collaboration	Signature/Title _____								

BACKGROUND INFORMATION

Brief Course Description:

ELD 3 is a yearlong course for English learners who have not yet mastered the intermediate (expanding/bridging) content standards. This course provides students with additional practice in developing their reading, writing, speaking, and listening skills in English. This course, which is often part of a two-period language arts block that includes a college preparatory class, also provides more time and practice to meet targeted ELA standards. The course also provides support and assistance in other classes that require mastery of higher reading and writing skills (such as a CP English or Social Studies course). Successful completion of this course will enable students to move closer to reclassification.

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 4 course. 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 the present tense, past tense, future tense, present progressive tense, and past progressive tense.
- Students will become more familiar with using infinitives, imperatives, auxiliary verbs, conditional statements, simple idioms, possessive nouns, possessive form and adjectives, reflexive pronouns, demonstrative pronouns, comparative and superlative adjectives, demonstrative adjectives, relative pronouns, conditional statements and questions, reciprocal pronouns, similes and metaphors, adjective clauses and appositives.
- Students will be able to write in the present, future, and past perfect form.
- Students will be able to write increasingly longer and more complex responses to prompts.
- 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:

11/12th Grade ELD Standards Part I: Interacting in Meaningful Ways (Expanding)

1. Exchanging information/ideas: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade- appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.

2. Interacting via written: English Collaborate with peers to engage in increasingly complex grade- appropriate written exchanges and writing projects, using technology as appropriate.

9. Presenting: Plan and deliver a variety of oral presentations and reports on grade- appropriate topics that present evidence and facts to support ideas using growing understanding of register.

10. Writing: a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

11/12th Grade ELD Standards Part II: How English Works (Expanding)

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 increasingly clear and cohesive arguments, informative/explanatory texts, and narratives

2. Understanding cohesion: a) Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. 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 meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.

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, perfect) appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.

4. Using nouns and noun phrases: Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

5. Modifying to add details: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.

6. Connecting ideas: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam.) or to make a concession (e.g., She studied all night even though she wasn't feeling well.).

7. Condensing ideas: Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared.).

COURSE OUTLINE

Unit 1:

Supplemental texts may include:

Articles from News ELA or other sources

Edge Levels A, B, or C

Grammatical Tasks: Review of key objectives from ELD Level 1 and 2 (such as word types, subject-verb agreement, past and future tense), possessive tense and possessive adjectives, reflexive pronouns, reciprocal pronouns, key vocabulary terms

Writing Tasks: Correct use of subject-verb agreement; simple descriptive sentences in present, past, and future tense; Description of Self/ Personal Story paragraphs; summary paragraphs

Verbal Tasks: Speaking simple sentences out-loud in present, past, and future tense.

Unit 2:

Supplemental works may include:

Articles from News ELA or other sources

Edge Levels A, B, or C

Grammatical Tasks: Continued practice of unit one skills; complex sentences; key vocabulary terms

Writing Tasks: Continued practice of unit one skills; complex descriptive sentences in present and past tense; significant historical figure paragraphs

Verbal Tasks: Continued practice of unit one skills; speaking complex sentences out-loud; presentation of significant historical figure

Unit 3:

Supplemental works may include:

Articles from News ELA or other sources

Edge Levels A, B, or C

Grammatical Tasks: Continued practice of skills from previous units; present perfect tense; past perfect tense; future perfect tense; key vocabulary

Writing Tasks: Continued practice of skills from previous units; descriptive sentences in present, past, and future perfect tense; summary paragraphs.

Verbal Tasks: Continued practice of skills from previous units; speaking perfect tense sentences out-loud.

Unit 4:

Supplemental works may include:

Articles from News ELA or other sources

Edge Levels A, B, or C

Film in English

Grammatical Tasks: Continued practice of skills from previous units (especially present perfect tense); infinitives; auxiliary verbs; appositives and adjective clauses; key vocabulary

Writing Tasks: Continued practice of skills from previous units; writing sentences that contain auxiliary verbs and infinitives and appositives and adjective clauses; summary and review (4-5 paragraphs) of film (film choice is up to teacher discretion, examples may include Brooklyn directed by John Crowley, The Namesake directed by Mira Nair, In America directed by Jim Sheridan)

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

Unit 5:

Supplemental works may include:

A novel or nonfiction book of teacher's choosing

Grammatical Tasks: Continued practice of skills from previous units; idioms; similes and metaphors; key vocabulary

Writing Tasks: Continued practice of skills from previous units; descriptive sentences in future tense; 4-5 paragraph essay analyzing topics and themes of the book.

Verbal Tasks: Continued practice of skills from previous units; discussion (either scripted or unscripted; full class, small group, or partner) of topics presented in novel

Unit 6:

Supplemental works may include:

Articles from News ELA or other sources

Edge Levels A, B, or C

Grammatical Tasks: Review of skills from previous units; key vocabulary; demonstrative pronouns, comparative and superlative adjectives, and demonstrative adjectives; imperatives.

Writing Tasks: Continued practice of skills from previous units; writing a script for student decided process analysis topic (such as how to do a layout in basketball, how to bake bread, how to draw a picture, etc...)

Verbal Tasks: Presentation of process analysis topic to class.

Unit 7: Choice Unit and Review

Supplemental works may include:

Texts of teacher's choosing; articles and texts from newsela.com; texts from Edge Levels A, B, or C

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

Writing Tasks: Continued practice of skills from previous units culminating in some form of final assessment

Listening Tasks: Film viewing with subtitles

Title, Author, Publisher, Edition:		
Previously Adopted? <input type="checkbox"/> Yes <input type="checkbox"/> No (If no, provide information directly below)		
Cost per book	Total Cost	Budget Source
Other: Supplemental texts: Past and current EL resources Newsela.com EDGE Level B and C (Hampton-Brown)		

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES
<p>Students will learn through a variety of instructional methods and strategies, including:</p> <ul style="list-style-type: none"> 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
<p>Prior to placement, students are assessed using the ELPAC.</p> <p>Assessment of student performance will be based on:</p> <ol style="list-style-type: none"> 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
<p>Student writing and oral communication are evaluated through teacher-developed rubrics aligned with the California ELD standards.</p>

HONORS COURSES ONLY

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