

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:	Expanding English Language Development (ELD) A
2. Transcript Title/Abbreviation:	Expanding ELD A
3. Transcript Course Code/Number:	5L02
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: The Expanding ELD A course will ensure students engage in complex, cognitively demanding academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts. The course will ensure students can use English to learn and communicate about a range of topics and academic content areas.	
14. Prerequisites:	Students must have already completed the Emerging ELD course (or have completed one year of ELD in another district) and scored Performance level 1-3 on English Language Proficiency Assessments for California (ELPAC) Summative Assessment or have scored Intermediate Performance level on ELPAC Initial Assessment. Co-requisite: grade level English course
15. Context for Course: The Expanding ELD A course fulfills a language development requirement for students acquiring English as a second language as determined by the state language proficiency assessment. This course will develop academic language skills students need to access the core content areas.	
16. History of Course Development: The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.	

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17. Textbooks:	Pearson. [Savvas] <i>My Perspectives English Language Arts</i> . Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim 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>Students at the Expanding ELD A level require moderate linguistic support, therefore this course is designed to attend to the language learning needs of students in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the California English Language Development Standards are used as the focal standards in ways that complement content instruction in order to develop critical language students need for content learning in English. This course will develop English Learners' language skills 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. Through these activities, students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.</p> <p>In the continuum of language development, students in this course further develop English language structures with greater complexity. 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 Expanding ELD level course, students will be challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.</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:</p> <p>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:</p> <p>Students listen actively to spoken English in a range of social and academic contexts, closely read 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 event that caused the disagreement was _____
- That event happened because _____
- One effect of their argument is _____
- One effect it has on Katherine is _____
- I think the effect of Katherine's speech at the end will be _____

2. Vocabulary:

- As a class, review the words or phrases in the Visual Vocabulary exercise and introduce the definition for each:
 - Exposed: Put in public view; showed
 - Festive: Fun and happy
 - Perceptive: Having or showing good insight or understanding
 - Fray: A heated argument
 - Studied: Looked at closely
 - Disagreeable: Not pleasant
- Have students use the Visual Vocabulary chart that accompanies the intermediate Lexile® level version of "The Best Thanksgiving Ever."
- Ask students to complete the chart by connecting the correct meaning and picture to match each word.

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3. Meaningful Interaction:

- 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 their Access 2 Handout.
- Have students use the self-evaluation rubric in their Access Handouts to evaluate their own work on this task.
- Model for students how to use the self-evaluation rubric to reflect on their discussion:
 - The first row says, "I identified and explained cause and effect relationships in the text." I'm going to think back on my group work and ask myself if I did this well.
 - I know that I identified several cause and effect relationships in the text; but I think I only explained one in the group.
 - Since I did contribute one explanation to the group, but could have contributed more, I'm going to give myself a "3" which means "I did this pretty well."

4. Critical Reading:

This is a one-week lesson designed to familiarize students with the components and requirements of the iLit Literacy Program.

- Students will focus on reading, vocabulary, collaboration and writing routines using a short text with which to practice critical thinking, analytical writing, and collaborative tasks.
- Students will work individually and in small groups to cover big ideas in reading, writing, speaking, and listening.
- Students will be asked to develop a one-paragraph response about the reading which includes evidence from the text.
- Students will complete the assignment on their computers and publish by sending the paragraph to the teacher.
- Students will learn to cite textual evidence and produce writing that demonstrates their analysis of the text.

5. Media and Technology:

Using expository and narrative texts, students focus on how media and technology are integrated into modern life. Videos, opinion cartoons, and other digital media are utilized in this unit, which also introduces the genre of novel. Issues of digital privacy and citizenship are addressed as students work collaboratively to answer essential questions using textual and media evidence to support their claims.

- Students will engage with the text and media both in classroom conversations and in writing argumentative and narrative paragraphs as well as an expository essay.
- Students will use the writing process to develop an expository essay about the significance of a historical event.
- Students will begin with pre-writing which includes brainstorming and an outline and then move to writing their rough draft including embedded textual evidence.
- Students will work collaboratively to edit and revise their essay before completing a final draft for submission.
- Students will present essay in oral presentation to class.
- Students will learn about and to write three parts of an essay: Introduction, body, and conclusion.
- Students will learn to use the writing process in writing a full-length essay.
- Students will learn to apply in the essay format, the previously learned skill of embedding textual evidence, to build a cohesive essay.

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6. Elements of Drama:

This unit focuses broadly on drama and more specifically on Shakespeare's Macbeth.

- Students will participate in collaborative discussions, writing projects, and performances to analyze and evaluate Shakespearean language and literary elements. The play will serve as a way to study figurative language, theme, imagery, inference, nuance of language, author's choice, and use of dramatic elements.
- Students will re-write and perform a scene from the play in an alternate time-period and setting using precise language, dialogue, and action.
- Students will provide stage directions and setting to reflect time and character.
- Students will analyze figurative language, character motivation, and plot in order to design the scene for a different time period while maintaining Shakespeare's story.
- Students will learn and practice strategies for close reading and develop the perseverance for multiple readings of a challenging, multi-layered text.

7. 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 driving 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 driving sentence frame on their Access 2 handout:
 - I believe that we develop empathy through _____.
 - Point out how the sentence frame borrows the language of the question. The Expanding version of the frame, unlike the Emerging version, does not guide students toward explaining their thoughts. Work with students to understand why this explanation is important.

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

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- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

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