

Chino Valley Unified School District

Junior 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 Position/Title: Director of Secondary Curriculum 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:	3L01
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	7-8
7. Length of Course:	One year
8. Classified as a Career Technical Education Course:	No
9. Date of Board Approval:	January 17, 2019
10. 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 United States 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 ELD Standards and Common Core State Standards in English-Language Arts (ELA).</p>	
11. 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).
12. 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 required to access the core content areas.</p>	
13. History of Course Development: <p>This course reflects the 2014 ELA/ELD Framework, 2012 ELD Standards, and 2010 California Common Core State Standards.</p>	
14. Textbooks:	Beers, G. K., & Houghton Mifflin Harcourt Publishing Company. (2017). <i>Collections</i> . Orlando, FL: Houghton Mifflin Harcourt.
15. Supplemental Instructional Materials:	READ 180/System 44

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C. COURSE CONTENT

1. Course Purpose:

Novice English Learners require substantial linguistic support; therefore, the Emerging ELD level course attends to the language learning needs of English Learners 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.

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.

2. Course Outline:

In the Emerging level course, students will be immersed in 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 engages students in activities that address the ELD standards. Once students have completed the Newcomer Program, they advance to the next phase of the course which ensures access to the core curriculum 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.

Connect to text:

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.

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.

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 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.

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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:

With substantial support-

- Students will discuss topics and ideas with their classmates by following turn-taking rules, asking and answering questions, and sharing what they think and know.
- Students will share their writing with classmates and, at times, create texts together.
- Students will ask their classmates to clarify thoughts and opinions, share their own, and work to convince each other to agree.
- Students will select and use language suited to different settings, specific purposes, and given tasks.
- Students will ask and answer questions that show that they are listening closely to information and ideas presented orally by teacher or their classmates.
- Students will read carefully to understand and be able to explain ideas, events, activities, and relationships within and among texts.
- Students will read to make inferences and draw conclusions and will then select appropriate verbs to express those inferences and conclusions.
- Students will use knowledge of affixes, roots, base words, context clues, and reference materials to determine the meaning of words and phrases.
- Students will use evidence to explain how well writers and speakers use language to support their ideas and arguments.
- Students will explain how writer's word choices produce different meanings and different effects on their audiences.
- Students will plan, create, and deliver oral presentations to their classmates, sometimes using presentation software.
- Students will work alone or with classmates to write creative, informational, and argumentative texts about a variety of topics.
- Students will work alone or with classmates to summarize texts, as well as their own experiences.
- Students will work alone or with classmates to write opinions and support them with evidence from texts.
- Students will work alone or with classmates to write opinions and express their thoughts and feelings, using effective and accurate language.
- Students will learn and use grade-appropriate language, including vocabulary, ways of expressing ideas, and suitable sentence and paragraph structures.
- Students will learn to use prefixes and suffixes to change a word's meaning.

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- Students will use what they know about how stories, informational texts, and arguments are arranged to understand and create them.
- Students will use what they know about how writers refer readers back and forward in texts to understand and produce them.
- Students will use what they know about how writers know about how writers link ideas, events, and reasons in texts to understand and produce them.
- Students will use a variety of verbs and forms of verbs appropriately.
- Students will use adjectives and clauses to expand noun phrases, to enrich the meaning of their sentences and to add details.
- Students will use adverbs and prepositions to add details about time, place, manner, and cause to their sentences.
- Students will connect and join ideas by combining clauses in a variety of ways.
- Students will create precise and detailed sentences by compounding ideas to condense them.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Language models including sentence frames, starters, word walls, and anchor and 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:

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