

**ACALANES UNION HIGH SCHOOL DISTRICT**

**COURSE OF STUDY: CURRICULAR AREA – ELD**

ELD Designated Students entering AUHD will be placed in at least one of the following courses, based on CELDT and other placement test scores. All courses below are semester-long.

Conversation and Content Vocabulary (CCV): Levels 1, 2, 3

Grammar and Writing (GW): Levels 1, 2, 3, 4A, 4B, 4C

Reading (RDG): Levels 1, 2, 3

<b>ELD 1 (emerging)</b>	<b>ELD 2 (expanding)</b>	<b>ELD 3 (bridging)</b>
CCV 1/2	CCV3/RDG 3	GW 4B/4C
GW 1/2	GW 3/4A	
READING 1/2		

SDAIE Courses:

Depending on students’ level, they will be placed in various SDAIE courses upon availability.

**ELD-Grammar & Writing (GW)**

The primary objective is to help students progress along the English language development continuum toward becoming lifelong language learners, thus enabling them full access to the content and curriculum in all academic subject areas.

COURSE DESCRIPTION: This course covers the essential components of the English Language with a focus on grammatical structures and the communication skill of writing.

COURSE OBJECTIVES: ELD involves a two-tiered approach in which students engage in meaningful ways with the content as well as gaining knowledge about how the English language works.

These meaningful interactions include collaborative strategies to support students’ interpretation and production of oral and written language. Simultaneously, students will work to understand text structure and how grammar, syntax, and diction can be used to expand, enrich, and connect ideas.

ASSESSMENTS: Informal: Daily Monitoring (written and aural)

Formal: Quizzes, Quarterly Benchmarks (written and aural)

GRADING GUIDELINES: See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

CONTENT: Through the use of three methods via guided instruction and practice, students will:

Meaningful Interactions with Content
<b>A. Collaborative (engagement in dialogue with others)</b>
<ul style="list-style-type: none"> <li>• Exchange information and ideas via oral communication and conversations</li> <li>• Interact via written English (print and multimedia)</li> <li>• Offer opinions to others</li> </ul>

<ul style="list-style-type: none"> <li>• Learn the form, meaning and use of different verb tenses</li> <li>• Correctly form a sentence from mixed-up words based by using syntax rules</li> </ul> <p><b>B. Interpretive (comprehension and analysis of written texts)</b></p> <ul style="list-style-type: none"> <li>• Evaluate how well writers and speakers use language to present or support ideas</li> <li>• Analyze how writers use vocabulary and other language resources</li> </ul> <p><b>C. Productive (creation of written texts)</b></p> <ul style="list-style-type: none"> <li>• Write informational texts</li> <li>• Support opinions or justify arguments and evaluate others’ opinions or arguments</li> </ul>
Knowledge About the English Language
<p><b>A. Structuring Cohesive Texts</b></p> <ul style="list-style-type: none"> <li>• Create a paragraph compiled of sentences produced through the use of a picture prompt and writing frame</li> </ul> <p><b>B. Expanding and Enriching Ideas</b></p> <ul style="list-style-type: none"> <li>• Using verbs and verb phrases to create precision and clarity in different text types</li> <li>• Using nouns and noun phrases to expand ideas and provide more detail</li> <li>• Modifying to add details to provide more information and create precision</li> </ul> <p><b>C. Connecting and Condensing Ideas (level 4)</b></p> <ul style="list-style-type: none"> <li>• Connecting ideas within sentences by combining clauses</li> <li>• Condensing ideas within sentences using a variety of language resources</li> </ul>

## **ELD-Conversation & Content Vocabulary (CCV)**

The primary objective is to help students progress along the English language development continuum toward becoming lifelong language learners, thus enabling them full access to the content and curriculum in all academic subject areas.

**COURSE DESCRIPTION:** This course covers the essential components of the English Language with a focus on identification, pronunciation, vocabulary and oral communication skills of speaking and listening.

**COURSE OBJECTIVES:** ELD involves a two-tiered approach in which students engage in meaningful ways with the content as well as gaining knowledge about how the English language works.

These meaningful interactions include collaborative strategies to support students’ interpretation and production of oral and written language. Simultaneously, students will work to understand text structure and how grammar, syntax, and diction can be used to expand, enrich, and connect ideas.

**ASSESSMENTS:** Informal: Daily Monitoring (written, aural, oral)  
Formal: Quizzes, Quarterly Benchmarks (written, aural, oral)

**GRADING GUIDELINES:** See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

**CONTENT:** Through the use of six methods via guided instruction and practice, students will:

Meaningful Interactions with Content
<p><b>A. Collaborative (engagement in dialogue with others)</b></p> <ul style="list-style-type: none"> <li>• Exchange information and ideas via oral communication and conversations</li> <li>• Interact via written English (print and multimedia)</li> <li>• Offer opinions and negotiate with or persuade others</li> </ul>

<ul style="list-style-type: none"> <li>• Generate an appropriate response to a typical scenario they are likely to experience</li> </ul>
<p><b>B. Interpretive (comprehension and analysis of written and spoken texts)</b></p> <ul style="list-style-type: none"> <li>• Listen actively and ask or answer questions about what was heard</li> <li>• Evaluate how well speakers use language to present or support ideas</li> <li>• Choose between two possibilities and then support the answer with two reasons</li> </ul>
<p><b>C. Productive (creation of oral presentations and written texts)</b></p> <ul style="list-style-type: none"> <li>• Express information and ideas in oral presentations</li> <li>• Support opinions or justifying arguments and evaluating others' opinions or arguments</li> <li>• Select and apply varied and precise vocabulary and other language resources</li> </ul>
<p>Knowledge About the English Language</p>
<ul style="list-style-type: none"> <li>• Both aurally distinguish and then orally produce unique sounds of the English Language</li> <li>• Identify the name of objects and express the function of the object or its characteristics</li> <li>• Build a morphological word family from a base word</li> </ul>

## ELD-Reading

The primary objective is to help students progress along the English language development continuum toward becoming lifelong language learners, thus enabling them full access to the content and curriculum in all academic subject areas.

**COURSE DESCRIPTION:** This course covers both reading fluency and reading comprehension. Students develop their speaking and reading fluency through daily practice with phonics and dictation. In addition, they identify and strengthen a wide variety of strategies to assist with comprehending a text's meaning and purpose.

**COURSE OBJECTIVES:** ELD involves a two-tiered approach by which students interact in meaningful ways with the content as well as gain knowledge about how the English language works.

These meaningful interactions include collaborative strategies to support students' interpretation and production of oral and written language. Simultaneously, students will work to understand text structure and how grammar, syntax, and diction can be used to expand, enrich, and connect ideas.

**ASSESSMENTS:** Informal: Daily Monitoring (written and oral)

Formal: Quizzes and Quarterly Benchmarks (written and aural)

**GRADING GUIDELINES:** See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

**CONTENT:**

MEANINGFUL INTERACTIONS WITH CONTENT
<p><b>A. Collaborative (engagement in dialogue with others)</b></p> <ul style="list-style-type: none"> <li>• Exchanging information and ideas via oral communication and conversations</li> <li>• Interacting via written English (print and multimedia)</li> <li>• Offering opinions and negotiating with or persuading others</li> </ul>
<p><b>B. Interpretive (comprehension and analysis of written texts)</b></p> <ul style="list-style-type: none"> <li>• Listening actively and asking or answering questions about what was heard</li> <li>• Reading closely and explaining interpretations and ideas from reading</li> </ul>

- Analyzing how writers use vocabulary and other language resources

**C. Productive (creation of oral and written communication)**

- Expressing information and ideas in grammatically complete sentences
- Supporting opinions or justifying arguments
- Translating verbal dictation into written form with accuracy

KNOWLEDGE ABOUT ENGLISH LANGUAGE

**A. Structuring Cohesive Texts**

- Understanding text structure and organization based on purpose, text type, and discipline

**B. Expanding and Enriching Ideas**

- Using the interrogatives (*who, what, when, where, why, and how*) to provide clarity and detail to writing
- Understanding how the function of each part of speech creates meaning and precision

**C. Connecting and Condensing Ideas**

- Identifying the logical connection between ideas within sentences through the use of interrogatives (*who, what, when, where, why, and how*)