

# LAS LOMITAS ELEMENTARY SCHOOL DISTRICT

## COURSE OUTLINE

**Name of Course:** English Language Development

**Subject Area:** English as a Second Language

### 1. GENERAL INFORMATION

**1.1 Grade level:** K – 8

**1.2 Length of course:** One full year

**1.3 Time / Sessions Per Week (provided by specialist):**

- Kindergarten: four 30-minute sessions per week
- 1<sup>st</sup> grade: four 75-minute sessions per week
- 2<sup>nd</sup> grade: four 75-minute sessions per week
- 3<sup>rd</sup> grade: four 30-minute sessions per week
- 4<sup>th</sup> grade: two 45-minute sessions per week
- 5<sup>th</sup> grade: two 45-minute sessions per week
- 6<sup>th</sup> – 8<sup>th</sup> grades: five 45-minute sessions per week
- Newcomers: 4-5 days a week for 45 minutes

**1.4 Suggested Sequential Placement of students:** Students are grouped by level of ELD and/or by grade level.

**1.5 Materials:**

**1.5.1 Texts:**

- *Highpoint*, Hampton-Brown, publisher
- Ballard & Tighe, *Explore America*
- *English at Your Command*, Hampton-Brown, publisher
- *Into English!*, Hampton-Brown, publisher

**1.5.2 Supplementary Materials:**

- ELD component to Open Court.(SRA-McGraw/Hill, publisher)
- Various ESL books and games to increase vocabulary, improve grammar and sentence structure
- ESL books purchased from Alta Books, Jag Publications, and other sources
- At the K-3 grade level, the Newbridge Science Big Book Series is incorporated into the curriculum.
- ELD software

**1.6 Course Description:**

This course provides support to second language students who are acquiring English. It includes exercises to improve listening, speaking, reading and writing at the students' appropriate level through active participation.

### 2. MAJOR GOALS OF THE COURSE

To address the overarching goals in listening, speaking, reading, and writing English, the goals for each student are:

2.1 ability to listen actively

2.2 increased phonemic awareness as students transfer native language skills to English

2.3 ability to respond to stories, songs and chants by actively participating

- 2.4 ability to engage in conversation by asking and answering questions
- 2.5 ability to read poems, chants, stories and plays with understanding
- 2.6 At the appropriate level, ability to write responses to content material that has been covered

### **3. MAJOR OBJECTIVES OF THE COURSE**

Each student will make adequate annual progress toward meeting District ELD proficiency standards. Specifically:

- 3.1 The student will learn how to listen actively.
- 3.2 The student will learn to express him/herself using words, phrases and complete sentences.
- 3.3 The student will be able to ask and answer questions.
- 3.4 The student will be able to use reading strategies to discern meaning from printed material.
- 3.5 The student will be able to retell a story through pictures, speech or written work.
- 3.6 The student will gain an increased vocabulary, through interactive activities, enriched by pictures, maps, graphs, videos, audiotapes and realia.
- 3.7 The student will gain a better understanding of English grammar, syntax and pronunciation.

### **4. MAJOR AREAS OF FOCUS**

- 4.1 Vocabulary development
- 4.2 Grade level curriculum content material
- 4.3 Culture (including history, folklore, symbols, customs, and holidays) and government of the United States
- 4.4 Home culture including cultural heritage and home language

### **5. RECOMMENDED ACTIVITIES**

- 5.1 Students will participate in classroom activities (discussions, songs, chants, plays, games)
- 5.2 Students will complete worksheets, writing assignments and projects, such as, bookmaking.
- 5.3 Students will complete projects, such as, cooking, crafts and experiments.
- 5.4 Students will describe what they have learned by pictures, speech or written word.

### **6. STUDENT EVALUATION METHODS**

- 6.1 California English Language Development Test (CELDT) for grades K-8
- 6.2 California Achievement Test (CAT-6) and California Standards Tests (CST) for grades 2-8
- 6.3 ELD Standards-Based Performance Indicators
- 6.4 Informal observation and consultation by ELD specialist and regular classroom teacher