

**Jefferson County High School
Course Syllabus**

A. Course

ESL

B. ESL Department Goals: To facilitate the English development and mastery of our school's ESL learners through direct instruction, collaboration with content teachers, and communication with parents.

C. Course Description This is a multi-leveled class of students will varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. The structure and direction of the class varies year to year depending on the student's needs and the needs of our school district.

D. Grade Term: Full Year or Semester

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook: No textbook.

H. Other Required Reading (Reading and Materials determined by level of proficiency)

I. Other Resources

- a. Odysseyware
- b. WIDA Materials

Major Assignments: The focus of our coursework is largely driven by the needs and concerns of students' mainstream classes. I understand that the primary focus of our students is their content class coursework. I understand the potential stress and anxiety that may come from feelings of confusion and multiple assignments. To guard students from feeling this way, I make their assignments, projects, and assessments in their classes the primary focus of our class time. In the process of completing tasks, we embed our focused Second language instruction. We will use material and content from the mainstream class to make teaching points in grammar. This content will also be the basis for our reading and listening instruction.

Skills: ESL students work to develop their skills in vocabulary and grammatical knowledge so they will be able to successfully communicate. Also, students will develop literary and analytical skills, which will support their learning in all content areas. It is the research-informed opinion of our district that this learning is just as valid in a self-contained ESL classroom or in the student's content classroom. If a student prefers one setting over another, we make every effort to accommodate this student wishes. A brief description of each of the four domains can be seen below.

J. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Call 865-310-6128 (Please no calls after 10:00pm)
- c. Email Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

K. Field Trips

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.
- b. **We plan to visit a college campus with 11th and 12th grade students for Hispanic Student Day**

L. Standards & Objectives

- M. Listening:** Students will listen to English from native speakers; their teachers and other media sources (news broadcasts, lectures, social conversation). They will also gain great exposure to English by listening to their friends. The focus of these listening activities is on understanding the message in order to produce an appropriate and useful response.
- N. Speaking:** Students will practice speaking by conversing with one another, responding to questions, and offering comments on what they hear. Small group projects in content classes will give students opportunities to practice oral communication skill and showcase newly acquired skills.
- O. Reading:** Students will be reading a variety of modified texts, including short stories, poetry, and expository writing. In both ESL and content classes, teachers will make efforts to support language learners through the use of peer buddies. As part of their reading development, students

will be learning strategies to help them comprehend second language texts. Students will learn to use skills to help them interpret both fiction and non-fiction texts.

P. Writing: Students will write daily. Students in content classes may receive mini-lessons on grammar to support their understanding of grammatical structures identification and function. They will write on a variety of topics: personal narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to create their own works of creative fiction.

Q. Technology: Students will be using a variety of media resources in their classes to support and enhance their learning experience (iPads, computers, audio, and video files).

Achievement: ESL students in our district are required by the state of Tennessee to demonstrate progress in each of the four domains: Listening, Speaking, Reading, and Writing.

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs

For the given level of English language proficiency and with visual, graphic, or interactive support, English language learners can process or produce the language needed to:

Listening

- I can evaluate information in social and academic conversations
- I can distinguish main ideas from supporting points in oral, content-related discourse
- I can use learning strategies described orally
- I can categorize content-based examples described orally

Speaking

Suggest ways to resolve issues or pose solutions

- I can compare/contrast features, traits, characteristics using general and some specific language
- Sequence processes, cycles, procedures, or events
- I can conduct interviews or gather information through oral interaction
- I can estimate, make predictions

Reading

- I can apply multiple meanings of words/phrases to social and academic contexts
- I can identify topic sentences or main ideas and details in paragraphs
- I can answer questions about explicit information in texts • Differentiate between fact and opinion in text
- I can order paragraphs or sequence information within paragraphs

Writing

- I can complete reports from templates
- I can compose short narrative and expository pieces
- I can outline ideas and details using graphic organizers
- I can compare and reflect on performance against criteria (e.g., rubrics)

