Course Outline
Beginning ELD 3

Date:    April 2003        Subject Area:   English
Proposed Grade Level(s): 9 – 12        Course Length: 1 Year
Grading:    A-F                    Number of Credits: 5/Semester
Prerequisites: None/Counselor Recommendation

BRIEF COURSE DESCRIPTION:

This class is designed to meet the needs of students who are new to this country and who do not speak or write English. The class emphasizes language acquisition and acculturation activities.

GENERAL GOALS AND PURPOSES:

The students will be able to:
• Learn and know school rules and procedures
• Become acquainted with U.S. cultures and holidays
• Gain a basic understanding of United States History

STUDENT READING COMPONENT:

The texts for this course are: The Way to U.S. Citizenship, published by Dominie Press; America’s Story, published by Steck-Vaughn; Cordova High School Student Handbook.

STUDENT WRITING COMPONENT:

Students will improve their skills as they write simple sentences, complete forms, and write paragraphs.

STUDENT ORAL COMPONENT:

Students will be expected to speak English words, sentences, and phrases.

DETAILED UNITS OF INSTRUCTION:

Becoming proficient in English:
Component 1 – School rules and policies
• Rules
• Procedures
• Campus tour
• Staff introduction
• Vocabulary development
Component 2 – U.S. culture and holidays
• Introduction to holidays celebrated only in United States
• Traditions and cultural customs in the United States
• Vocabulary development

Component 3 – United States History and Citizenship
• Beginning of a Nation
• Formation of a New Government
• Growth of the Nation
• Nation in Conflict
• U.S. and State Capital
• State and Local Government
• Immigration and Naturalization

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Language Arts, and Social Science

LAB FEE, IF REQUIRED:  None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Listening and Speaking:
• Speak English words and sentences
• Ask and answer questions
• Show understanding of oral presentations and instructions through non-verbal responses

Reading (word analysis)
• Recognize and correctly pronounce most English sounds
• Read orally and silently

Reading (fluency)
• Read aloud simple words from class texts. Show understanding by answering simple questions.
• Demonstrate understanding of simple vocabulary with action
• Retell stories

Reading (comprehension)
• Respond orally to text
• Orally identify relationship between simple text and own life experience
• Point out text features such as title, table of contents and chapter headings.

Writing (strategies and applications):
• Organize and record expository information on pictures, lists, charts and tables for content areas
• Create simple sentences or phrases with some assistance
• Complete a job application form by providing basic information such as name, address, and education

Writing (conventions)
• Edit own work and correct punctuation
• Identify basic vocabulary, mechanics and structures in a piece of writing
• Revise writing for proper use of final punctuation, capitals, and correct spelling
Reading (literary response and analysis)
• Orally identify beginning, middle and end of text
• Recite simple poems

DISTRICT ESLR’S TO BE ADDRESSED:

Students will be:
• **Self-directed learners** as they take responsibility for their own learning in an effort to improve their English.
• **Effective communicators** as they learn to read, write and speak English.
• **Quality Producers and Performers** as they show proficiency in English reading, writing and speaking.
• **Constructive Thinkers** as they transfer first language knowledge into English learning situations.
• **Collaborative Workers** as they work with partners and in groups.
• **Responsible Citizens** as they improve their ability to communicate with those around them.