

Dundee-Crown High School

Push the Pride: Be Respectful, Be Responsible, Be Positive

Course Title and Number: English as a Second Language Developing 1870-1101/1102/ 1201/ 1202

Textbook Title for Course: Hampton-Brown Edge-Reading, Writing, and Language Level B

Learning Materials Needed: See Attached Material List

Instructor: Mrs. Cally Genson and Ms. Patricia Walsh

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Conference Block: 8th and 9th Period and by appointment

Course Description:

In an ELL Classroom, students have repeated opportunities to work with strong reading strategies in stories, poetry, expository non-fiction, and many other kinds of texts. Students also get a chance to explore how particular texts work through each unit's genre focus. This course is designed to help students see that English is about something important. Our units are built around essential questions. EQ are the deep and abiding questions we all face as we think about our lives.

The texts selected for this course, are enabling texts. First, they serve as the vehicle for exploring essential questions, but secondly, the texts are diverse. From classics that have inspired readers for decades to contemporary fiction that reflects the diversity of the U.S. The texts are also diverse in subject matter and genre, exploring issues of personal identity as well as cultural and social movements.

The reading comprehension strategies taught in this course provide students rich and meaningful opportunities to take control of their reading. It shows students that reading proficiently is not a matter of being innately smart but, in part, a matter of applying appropriate strategies. During this course, students receive instruction that help them become more competent and compelling writers. Those abilities are crucially important both in and out of school.

Cooperative Learning strategies are a vital resource for promoting secondary students' acquisition of both challenging academic content and language. These strategies promote active engagement and social motivation for all students, but for English Language Learners, they create opportunities for purposeful communication. Such strategies will be use in the ELL classroom.



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Course Objectives:

WIDA Language Domain	WIDA Standards: (skills to be mastered)
Listening	<ol style="list-style-type: none"> 1. Locate, select, order information from oral descriptions. 2. Follow multi-step oral directions. 3. Categorize or sequence oral information using pictures, objects. 4. Compare and Contrast functions, relationships from oral information. 5. Analyze and apply oral information. 6. Identify cause and effect from oral discourse. 7. Draw conclusions from oral information. 8. Construct models based on oral discourse. 9. Make connections from oral discourse. 10. Follow everyday conversations with teachers or other adults. 11. React to discourse related to school life from indirect sources(e.g., loud speaker, CD's). 12. Infer subtleties from oral messages or information related to school life.
Speaking	<ol style="list-style-type: none"> 1. Formulate hypotheses, make predictions 2. Describe processes, procedures 3. Retell stories or events. 4. Discuss stories, issues, concepts. 5. Give speeches, oral reports. 6. Offer creative solutions to issues, problems. 7. Engage in debates. 8. Explain phenomena, give examples and justify responses 9. Express and defend points of view. 10. Recommend or suggest songs, websites, or other interest and give reasons for selection in a small group. 11. Discuss pros and cons based on recommendation or suggestion for plays, films, stories, books, poems or website articles in a small group. 12. Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources.
Reading	<ol style="list-style-type: none"> 1. Sequence pictures, events, processes. 2. Identify main ideas. 3. Use context clues to determine meaning of words. 4. Interpret information or data. 5. Find details that support main ideas. 6. Identify words families, figures of speech. 7. Conduct research to glean information from multiple sources 8. Draw conclusions from explicit and implicit text. 9. Scan material from visually supported text to identify details that confirm main ideas. 10. Skim material from visually supported text for meaning of words, phrases or sentences in context. 11. Draw conclusions based on information from text.
Writing	<ol style="list-style-type: none"> 1. Produce bare-bones expository or narrative texts. 2. Compare/contrast information. 3. Describe events, people, processes, procedures. 4. Summarize information from graphic or notes. 5. Edit and revise writing. 6. Create original ideas or details responses. 7. Apply information to new contexts. 8. react to multiple genres and discourses. 9. Author multiple forms/genres of writing. 10. Summarize information from various sources (e.g., radio, TV, or newspaper) in paragraph form and share with a partner. 11. Integrate information from multiple sources to produce short stories.

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Classroom Expectations:

- BE Responsible
- BE Respectful
- BE Positive
- Make the most of every moment
 - *Participate to gain the most value*
- Do what it takes
 - *Get as much as you can*
- Remain Open
 - *Consider the possibilities*

This classroom is a safe classroom. That means that no one should ever feel judged, in danger, or lost. We are a family and it is my expectation that everyone treats everyone else that way.

Student Evaluation:

Every day, students provide evidence of their learning through informal discussions, journals, speeches, essays, seminars and projects. The vast majority of the course assessments/grading/feedback offer information for both students and teacher. We use this information to determine what has been learned and to guide specific instruction. The primary purpose of feedback is to improve learning and does not need an assigned traditional grade.

This year we are continuing a new grading approach to better reflect student learning and achievement. Grades are intended to inform students, parents, and others “about learning successes and to guide improvements when needed” (Guskey & Jung 2013). Thus, we will not be using a traditional points-based system. Instead, letter grades will be determined by skills-based rubrics which assess academic achievement.

It is our hope that you review this approach with your parent so that we can all discuss any questions and concerns that you may have.

Rationale:

1. Research indicates students worry about amassing minimal points for a grade rather than on learning. We prefer to help students focus on close, analytical reading and on interesting, effective writing.
2. Grades too often reflect what students are trying to learn, rather than their ultimate mastery. It is more just and useful formally to assess only a few assignments designed to allow students to demonstrate mastery of skills and concepts.
3. It is more effective to help students use assessments to diagnose what they need to work on and to demonstrate what they have achieved. Assignments used for feedback will not receive letter grades. This does not mean that such assignments are inconsequential; they are seminal in providing students with opportunities to develop as readers, writers, and thinkers.



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****Students will receive rubrics for reading, writing, speaking and listening assignments as well as academic behaviors.****

Major assignments and summative grades will receive the following marks:

4 —As this grade reflects excellent, above and beyond the everyday, achievement in the class, it will be awarded to students who demonstrate high achievement in the major skills categories. Such achievement cannot be demonstrated if there is work missing or if work is consistently or egregiously late.

3 —As this grade reflects satisfactory, thorough achievement in the class, it will be awarded to students who demonstrate competence in the major skills categories. Such achievement cannot be demonstrated if there is major work missing or if work is consistently or egregiously late.

2 —As this grade reflects basic achievement in the class, it will be awarded to students who demonstrate limited competence in the major skills categories. Such achievement cannot be demonstrated if there is significant work missing.

1 —As this grade reflects minimal achievement in the class, it will be awarded to students who have demonstrated inadequate competence but have put in a good faith effort. Such achievement cannot be demonstrated if major assignments are missing.

0 —As this grade reflects minimal to no evidence of achievement in the class, it will be awarded to students who have demonstrated little to no proficiency in the major skills and have not put forth a good faith effort. Major assignments are missing (“M” will be used for major assignments to reflect a Missing assignment).

Assignments used for practice, feedback and evidence of learning will receive the following marks (see specific rubrics for detailed explanation):

M Missing
R Rethink
T Turned In

Materials List:

Required Materials

- 1 Spiral Notebook
- Pocket folders
- Markers
- Glue



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Course Syllabus Signature Page

My signature below indicates I have read and understand the policies and rules of this class and will do my best to fulfill the requirements and expectations as described both here and in the Dundee-Crown High School Handbook.

Student Name (PRINT): _____ Period: _____

Student Signature:

_____ Date: _____

Parent/Guardian Name (PRINT): _____

Parent/Guardian Signature:

_____ Date: _____

I prefer to be contacted by:

_____ Phone: _____

Preferred Contact Number

_____ E-Mail: _____

Preferred Email Address



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