



Course Name	Instructor	Instructor E-mail & Availability
ELD 2	Brian Sell	blsell@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
	Periods 1, 3, 6 Room 312	Promotion from ELD 1 Or Access, WAPT scores for new students to ACHS

Course Description

English Language Development Level 2

Standards

Standards-based Component

Distinguishing Feature Strands of Model Performance Indicators as representative of the WIDA English Language Proficiency Standards.
 Illustrate how English language learners process and use language for each English language proficiency standard, language domain, and language proficiency level by grade level cluster
 English language learners process and use language for each level of language proficiency in grades K-12 CAN DO Descriptors
 Describe how English language learners process and use language for each language domain and level of language proficiency by grade level cluster Speaking and Writing Rubrics Document how English language learners process and use language in the domain of speaking or writing for each level of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control in grades K-12

Learning Outcomes by Quarter

Quarter 1

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support 1

School Culture and Classroom Interaction:

- adjusting to school life (level 1/2)
- tolerance
- conflict resolution
- compromise
- extra-curricular opportunities
- cultural conflict
- identity

Assessment Task:

Students respectfully describe subcultures in their school; students read case studies of student conflict and propose solutions

Quarter 2

Entering

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• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

College/ Career Readiness: (may connect with ICAP and Naviance)

- grad requirements
- college admission
- fields of study
- Post-secondary options
- Filling out an application

Assessment Task:

Write a report comparing fields of study including educational requirements, salaries and working conditions and match to student's interests and skills

Quarter 3

Entering

• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Lifestyle Choices:

- body image
- consumerism
- teen drinking
- money management
- volunteering
- drug abuse

Assessment Task:

Critique media stereotypes about body image, teen drinking and consumerism and offer an alternative perspective about healthy lifestyle choices including prudent finances and volunteerism

Quarter 4

Entering

• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Ecosystems and Energy:

- off shore oil drilling / fracking
- eating local

- solar and wind power
- electric cars

College Part 2:

- Letters of Recommendation
- Resume
- Cover letter
- Scholarships applications

Assessment Task:

Students work in pairs to research one of the provided topics; they prepare formal presentations with visuals and share their findings with the class

Required Supplies

One Notebook to leave in class, pencils

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students

who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline. **Aurora Central High School Syllabus 2016-17**

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____ (print)
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Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____