



**RADNOR TOWNSHIP SCHOOL DISTRICT  
Course Overview**



**English for English Language Learners 1 and 2  
Course # 05011401 and 05011402**

**General Information**

Credits: 1.0 or 2.0 (one section of 05011401 will be 2 periods for students who do not qualify for grade level English courses)	Length: Full Year
Weighted: no	Format: Meets Daily
Prerequisite: ELL teacher recommendation	Grade: 9,10,11,12

**Course Description**

English for English Language Learners (ELLs) at Radnor High School is open to students whose primary language is not English. It is a place to explore the language of the American high school as well as a place to improve fluency in English. Students from many different language groups meet each day to improve their listening, speaking, reading and writing skills in English. Since students spend most of their day in content-area classes where only English is spoken, these classes also serve as a place of support in helping students acquire learning strategies that transfer to other academic disciplines and assist them in interacting socially. English for English Language Learners features moderate pacing and a moderate workload, with teacher guidance to assist in the mastery of the language. Each quarter students will complete multiple lessons on grammar and vocabulary as well as reading of leveled literature, newspapers and other authentic materials. Students will be expected to review and memorize vocabulary or grammar concepts covered in class at home daily, complete an average of 5 homework assignments per week as well as prepare for weekly or bi-weekly assessments. Assessment and instruction of the English Language Learner (ELL) is directly linked to English curriculum and instruction at all grade levels in all content areas. Any assessment tool used is selected and/or designed at an age appropriate and developmentally appropriate level for each of the proficiencies and is modified based on the needs of the learners enrolled in the course.

**Course Objectives:**

There are two major goals in an ELL class. The first is the acquisition of the English language, enabling students to communicate effectively in both receptive language areas (reading and listening) and expressive language areas (writing and speaking). A second goal is for each student to have the academic English necessary to fully participate in regular education.

The ELL class is composed of multi-grade, multi-level, international students. Our skills are our topics and these skills vary during the year, as each student progresses at a different rate.

**Common Assessments:**

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- Qt 1- Powerpoint or Keynote presentation on Country of choice
- Qt 2- Storybird story writing
- Qt 3- WIDA -- ACCESS for ELLs
- Qt 4- Music project

**Other Major Assessments:**

Assessment of the English Language Learner(ELL) is directly linked to curriculum and instruction at all grade levels. Any assessment tool used is selected and/or designed at an age appropriate and developmentally appropriate level for each of the proficiencies. Rubrics are researched and/or developed on an ongoing basis to assess oral responses and final written products as well as projects.

More than one assessment tool may be used at any time. Any of the following assessments may be selected which link specifically to the PA ESL Standards being addressed:

- \*Participation/observation/documentation of growth in portfolios
- \* recordings of oral language
- \* teacher-made written tests and quizzes
- \* textbook related assessments
- \* projects created in class or at home
- \* verbal response and performance in assigned dialogues, situations
- \* illustrations
- \* journal entries
- \* applied spelling of basic English vocabulary and assigned vocabulary
- \* timelines
- \* cartoons
- \* book or newspaper reviews, summaries and analyses
- \* labeling
- \* vocabulary tests using matching, demonstration
- \* role participation in cooperative learning groups

### ***Major Units of Study:***

Reading  
Writing  
Speaking  
Listening

### ***Materials & Texts***

Students will access the maximum amount possible from the core curriculum of their grade level with scaffolding and support.

Not all of the following texts or materials are used each year. Appropriate texts and materials are selected based on grade level of students, number of years in ELL, interest and needs of the students. This is not an exhaustive list as we use supplementary materials from the ELL teacher library when necessary.

#### **Required and Supplemental Texts and Resources:**

##### **General texts:**

Grammar Form and Function 1, 2, 3  
Grammar Step by Step 1, 2, 3  
Clear Grammar 1, 2, 3, 4  
All Star 1  
Reading for a Reason 1, 2, 3  
Read Smart 1, 2, 3  
On Location 1, 2, 3  
Oxford Picture Dictionary  
Send Me a Message  
Lecture Ready student book 1 and 2 with DVD  
Mastering the American Accent with CDs  
The Ins and Outs of Prepositions  
The ultimate Phrasal Verb Book 2nd Ed.

Do you Really know American English?

Discussion: Process and Principals

**Literature list:**

The Wizard of Oz

New Yorkers- short stories

Sherlock Holmes Short stories

Gulliver's Travels

The Joy luck Club

Five Canterbury Tales

White Fang

The Count of Monte Cristo

Tale of Two Cities

Jane Eyre

Retold World Classics

Retold American Classics

Eight Great American Tales with CD/Rom

**Texts and Resources:**

- Other teacher created or teacher selected texts and resources are implemented in order to differentiate instruction and meet the needs of all students.

**Summer Assignment**

n/a

**Exit Criteria from ELL**

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

**Required Exit Criteria:**

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

**SPECIAL CIRCUMSTANCES:**

- *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.*
  - *For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*
2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (*see Items A and B below for cutoff score flexibility*)
    - A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student **once** in any school year.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores*</u>
9-12	4.8-4.9	5.0 in each domain

*\* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.*

- B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

**Additional Exit Criteria:**

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

**\*Note:**

**After exiting the ELL program, students will be monitored for 2 years or until graduation (whichever comes first) by the ELL instructor. This includes but is not limited to progress reports collected from the content area teachers, observations, and meetings with the students and their teachers.**