Murrieta Valley Unified School District
High School Course Outline
April 2011

Department: English

Course Title: English Language Development 1

Course Number: 1010

Grade Level: 9-12

Length of Course: Year

Prerequisite: ELD teacher or counselor recommendation

UC/CSU (A-F) Requirement: B

**ELD 1 Course Description:**
English Language Development 1 meets the UC/CSU and Murrieta Unified School District graduation requirements for one year of English or for one year of foreign language.

According to the definition given by the California Department of Education, English Language Development (ELD) is designed to teach English learners to understand, speak, read and write English and acquire the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life. ELD is a specialized program of English language instruction appropriate for the English Learner (EL) student's identified level of language proficiency as measured by the California English Language Development Test.

English Language Development courses at Murrieta Valley High School focus on the development of cognitive academic language proficiency, thereby aiming to provide students universal access to the core curriculum. English Language Development 1 begins this process with a focus on the development of the basic interpersonal communication skills necessary for the school environment.

Students enrolled in English Language Development 1 will participate in cooperative group tasks, projects, and whole class instruction. The materials that will be used in class are textbooks adopted by the California Department of Education for English Language Development, realia such as objects and props, video media, community resources, maps, charts, graphic organizers, computers and computers programs specifically designed for English Language Development, and other teacher developed materials.

**ELD 1 Course Goals** – ELD 1 course goals are based on the California English Language Development standards and are organized by California English Language Arts Standard categories:

I) **Listening and Speaking – Strategies and Applications:**
   A ELA categories: Comprehension - The student will:
1. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).
2. Ask and answer questions using simple sentences or phrases.
3. Demonstrate comprehension of oral presentations and instructions through non-verbal responses.

B. ELA categories: Analysis and Evaluation of Oral and Media Communications, Comprehension - The student will:
   1. Respond with simple words or phrases to questions about simple written tests.
   2. Orally identify types of media by name (e.g., magazine, documentary film, news report).

II) Reading - Word Analysis:
   A. ELA categories: Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development - The student will:
      1. Recognize and correctly pronounce most English phonemes while reading aloud.
   B. ELA categories: Phonemic Awareness, Decoding and Word Recognition – The student will:
      1. Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

III) Reading - Fluency and Systematic Vocabulary Development
   A. ELA categories: Vocabulary and Concept Development – The student will:
      1. Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).
      2. Read aloud simple words presented in literature and content area texts; demonstrate comprehension by using 1-2 words or simple sentence responses.
      3. Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions).
      4. Use an English dictionary to derive meaning of simple known vocabulary.
      5. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

IV) Reading – Reading Comprehension
   A. ELA categories: Comprehension – The student will
      1. Understand and follow simple multi-step oral directions of classroom or work-related activities.
   B. ELA categories: Comprehension and Analysis of Appropriate Text – The student will:
      1. Recognize a few specific facts in familiar expository texts such as consumer, workplace documents and content area texts.
      2. Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.
      3. Point out text features such as title, table of contents, and chapter headings.
   C. ELA categories: Structural Features of Informational Materials – The student will:
      1. Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).

V) Reading - Literary Response and Analysis
   A. ELA categories: Narrative Analysis of Grade-Level Appropriate Text - The student will:
      1. Orally identify the beginning, middle, and end of a simple literary text.
      2. Read and orally identify the speaker or narrator in a simple selection.
      3. Role-play a character from a familiar piece of literature using phrases or simple sentences.
      4. Use pictures, lists, charts, and tables to identify the sequence of events from simple literary texts.
      5. Recognize the difference between first and third person using phrases or simple sentences.
      6. Recite simple poems.
VI) Writing – Strategies and Applications
A ELA categories: Penmanship, Organization and Focus - The student will:
   1 Organize and record expository information on pictures, lists, charts, and tables for literature and content areas.

B ELA categories: Organization and focus - The student will:
   1 Create simple sentences or phrases with some assistance.
   2 Write a brief narrative using a few simple sentences that include setting and some details.
   3 Use the writing process to write brief narratives with a few standard grammatical forms.
   4 Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail.
   5 Complete a job application form by providing basic information such as name, age, address, and education.

VII) Writing – Conventions
A ELA categories: Punctuation - The student will:
   1 Edit own work and correct punctuation.

B ELA categories: Sentence Structure, Grammar, Punctuation, Capitalization, Spelling – The student will:
   1 Identify basic vocabulary, mechanics, and structures in a piece of writing.
   2 Revise writing for proper use of final punctuation, capitals, and correct spelling.

Accountability Determinants – A variety of assessments will be used including:

- State mandated tests such as:
  1 The California English Language Development Test
  2 The California Standards Test
- District mandated English competency tests
- Teacher generated assessments such as:
  1 Oral tests
  2 Written tests
  3 Reading assessments
  4 Written assignments
  5 Portfolios
  6 Oral presentations
  7 Projects
  8 Daily work assessments

Required Texts:


Picture Dictionary Beg.
Grammar Development

Supplementary Materials:

Rosetta Stone

- Easily accessible versions of the literary classics published by Penguin around the world.
- System 44 Library

Livewire Chillers. Chicago, IL: Jamestown Publishers.
- High interest, leveled readers designed for English learners. Chillers is a series of thrilling stories full of suspense.

- High interest, leveled readers designed for English learners. Real Lives is a series of books about famous people.

Livewire Kaleidoscope. Chicago, IL: Jamestown Publishers.
- High interest, leveled readers designed for English learners. Kaleidoscope is series of books with appealing characters and lively stories.