

Providence Career & Technical Academy
English Language Development
Syllabus 2021-2022

Instructors:

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Course Description:

English Language Development is a rigorous class that aims to develop students' English proficiency levels in all four domains of language (reading, writing, speaking, and listening). It is also meant to support students in their other general education classes through development of critical thinking skills, academic vocabulary, and writing skills. Each lesson is designed to teach students both content and oral/written language skills. The curriculum is developed with WIDA standards, Common Core standards, and College Readiness Standards.

Common Core State Standards Addressed:

In the English Language Development class, students are working towards mastery of Common Core State Standards. They are expected to make progress using the WIDA English Language Development Standards. English language learners communicate for Social and Instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts, Mathematics, Science, and Social Studies. Within the standards there are different dimensions such as linguistic complexity, vocabulary usage, and language forms and conventions. To achieve these cognitive demands, students must process and produce language with the four domains of reading, writing, listening, and speaking. The integration of language is further distinguished with five levels of language proficiency, defined by specific criteria, which connects to the end of the continuum of level six.

WIDA Access for ELLs testing:

Students will take a standards-based, proficiency test called Accessing Comprehension and



Communication in English for Language Learners. The students will be tested on the four language domains: listening, speaking, reading, and writing. All students in the ELL program must take this test.

Required Textbooks, Reading and Supplementary Materials:

EDGE Level Fundamentals, Level A, Level B, textbook and digital curriculum

EDGE Level Fundamentals, Level A, Level B, consumable workbook and digital resources

The textbooks used for this course depend on students' English Language Proficiency level. These textbooks are published by the National Geographic School Publishing Company and generally have 8 units and we will cover as many units as possible during the school year.

Assignment and Examination Schedule

Level B Assignment and Examination Schedule			
Time Frame	Writing Focus	Reading Focus	EDGE Unit/Cluster
September - November	Autobiographical Narrative	Short Stories Poems Informational Text Interviews	1- Choices: What Influences How You Act?
December - March	Argumentative	News Article Interviews Essays Poems Research Report	2- The Art of Expression: Does Creativity Matter?
April - June	Response to Literature	Short Stories Historical Analysis Song Lyrics Speeches Articles	3- The Hero Within: What Makes A Hero?

Grading Policy: Grading in this course is based on practice and mastery. Major assignments will be considered “summative” and will include projects, essays, and tests. Minor assignments will be considered “formative” and will include classwork and quizzes. Homework will be assigned most nights of the week and is due in class the next day. The grading breakdown is as follows, and is subject to change as the teacher sees fit.

- ❖ Summative Assessments (projects, essays/writing assignments, tests): 60%
- ❖ Formative Assessments (quizzes, major classwork, do nows, exit tickets): 30%

❖ Homework: 10%

Expectations:

- ❖ 🎯 **BE PREPARED:** It is expected that you come to class fully **prepared**, complemented by a **positive attitude**.
- ❖ 🎯 **BE ENGAGED:** You are expected to keep up with all assignments both in and out of class so that you can best **engage** with the material and with your classmates.
- ❖ 🎯 **BE PROACTIVE:** If you fall behind, feel lost, or miss a lesson, it is your job to reach out for help and to catch up. This is called **self-advocacy**.
- ❖ 🎯 **BE PRESENT:** You are expected to keep your **phone stored away** for the entirety of the class period. You are expected to be on time for class and to be focused throughout the period.
- ❖ 🎯 **BE RESPECTFUL:** You are expected to show **respect** to your classmates, your instructors, the material of each unit, the classroom itself, and to yourself.

Response To Intervention Plan:

1. The multilingual Learner Department shall identify on a monthly basis any student who has frequent absences, several missed assignments, and lack of productivity in the classroom.

2. Upon identifying a student who needs a meeting shall be made with the student, guidance, and the administrator to evaluate the student's lack of performance when attending English Language Development class. This meeting will allow the student and instructor to produce a comprehensive plan with the help of a guidance counselor and the administrator to get the student to the appropriate performance level. This gives the student the opportunity to be a part of his or her education and redirection of their education.

3. If the student does not comply with the agreement within 2 weeks, a representative from the multilingual learner department will contact the guidance department to make an appointment for a second conference including the parent to discuss any issues or concerns about their child.

Remind App or Remind texting number:

This is mandatory. The class code for Period 1: @heartlearn

Join on the Remind app or send a text to 81010 with the message @heartlearn

The class code for Period 4: @learnheart

By signing below, you acknowledge that you have read the syllabus and understand the expectations of this course.

Student Signature

Date