

**STEVENSON HIGH SCHOOL
COURSE DESCRIPTION**

ELL INTERMEDIATE 261/262

COURSE DESCRIPTION

This is a two-credit course for Intermediate ELL students that aims to develop the four major competencies of language: Reading, Writing, Speaking and Listening. Through the development of these competencies, students will be able to effectively and independently interpret and analyze a text, as well as an audio-visual source, write independently, and speak for a variety of different audiences and purposes. Students will develop these skills through the context of different thematic units, such as *Personal & Public Identities* and *Contemporary Life*. Upon reaching proficiency in relationship to the ELL Intermediate learning targets shown below, students will move to the Advanced ELL course.

STANDARDS & LEARNING TARGETS

The learning in this course is organized around 4 standards that each have 1-2 learning targets. Feedback on how well students are meeting proficiency in each learning target is provided using the gradation on p 3 (see Scaled Learning Target).

Standard 1: READING
LT1A: <i>I can effectively and independently analyze a text.</i>
Standard 2: WRITING
LT2A: <i>I can effectively and independently write on-demand for a given audience and purpose.</i>
LT2B: <i>I can effectively and independently write through the use of a structured-writing process for a given audience and purpose.</i>
Standard 3: SPEAKING
LT3A: <i>I can effectively and independently maintain a conversation for a given purpose. (Interpersonal Speaking)</i>
LT3B: <i>I can effectively and independently give an oral presentation for a given audience and purpose. (Presentational Speaking)</i>
Standard 4: LISTENING
LT4A: <i>I can effectively and independently analyze an audio or visual source.</i>

PROFICIENCY LEVEL

The following descriptors will be used to communicate students' proficiency in each skill on assessments.

EXCEEDS	MEETS	APPROACHING	DEVELOPING	MISSING EVIDENCE
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PERFORMANCE ASSESSMENTS

Feedback on learning can be given through informal and formal assessments. This can occur through in-class work, formative events, mid-unit, end of unit, and end of course assessments.

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will need to:

1. Participate in class activities (actively engage, contribute to group work, complete in class tasks, ask questions, etc.)
2. Complete assigned homework in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and

complete outside practice in activities when necessary.

4. Complete all assessments
5. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

SPECIFIC COURSE TOPICS OF STUDY

Sem 1	Unit 1: Life’s Journey Unit 2: Social Justice Unit 3: Families & Communities
Sem 2	Unit 4: Personal and Public Identities Unit 5: Interpersonal Relationships Unit 6: Science and Technology

REQUIRED RESOURCES

Textbook / E-Book	*Teacher will provide materials (paper and/or digital)
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AVAILABLE RESOURCES

Check Progress	Interactive Report Card (irc.d125.org)
Teacher specific resources	Access via each student’s teacher @d125 Google account or Google Classroom site djacobson@d125.org
Extra Help	Office 2434, EL Tutorial

MAKEUP POLICY

Students **have to** complete a missed assessment. Incomplete assessments result in a lack of evidence of student’s understanding and may cause a student to fail.

GRADE DETERMINATION

Once a pattern of proficiency is developed through assessments/tasks, the [IRC](#) will display the *projected semester grade* to date. Teachers determine semester letter grades by reviewing the body of evidence for each skill and reviewing the pattern of growth over time. In order to earn an “A,” a student must meet or exceed proficiency in each skill. The teacher reserves the right to seek additional evidence, as needed, to assess students’ proficiency.

Semester Letter Grade	Proficiency Levels on Course Skills
A	Proficiency level of Exceeds or Meets in each skill
B	Proficiency level of Approaching in any skill and Meets or Exceeds in all remaining skills
C	Proficiency level of Approaching in two or more skills and Meets or Exceeds in any remaining skills - OR - Proficiency level of Developing in only one skill and Meets or Exceeds in any remaining skills
D	Proficiency level of Developing in only one skill with Approaching proficiency for one or more remaining skills
F	Proficiency level of Developing in two or more skills

SCALED LEARNING TARGETS

Students will be given feedback on their level of proficiency towards mastery in each learning target using the gradations below. All success criteria for each standard can be found on teacher websites and/or handed out with each unit.

STANDARD 1: READING

LT1A: INTERPRETIVE READING			
EXCEEDS MASTERY (4) I can effectively and independently analyze a text with insightful details and reasoning.	DEMONSTRATES MASTERY (3) I can effectively and independently analyze a text	APPROACHING MASTERY (2) I can effectively analyze a text with support.	DEVELOPING FOUNDATIONAL SKILLS (1) I can effectively analyze a text with a lot of support.

STANDARD 2: WRITING

LT2A: PRESENTATIONAL WRITING (ON-DEMAND WRITING)			
EXCEEDS MASTERY (4) I can effectively and independently write on-demand for a given audience and purpose with insightful details and reasoning.	DEMONSTRATES MASTERY (3) I can effectively and independently write on-demand for a given audience and purpose.	APPROACHING MASTERY (2) I can effectively write on-demand for a given audience and purpose with support.	DEVELOPING FOUNDATIONAL SKILLS (1) I can effectively write on-demand for a given audience and purpose with a lot of support.

LT2B: PRESENTATIONAL WRITING (PROCESS WRITING)			
EXCEEDS MASTERY (4) I can effectively and independently write through the use of a structured-writing process for a given audience and purpose with insightful details and reasoning.	DEMONSTRATES MASTERY (3) I can effectively and independently write through the use of a structured-writing process for a given audience and purpose.	APPROACHING MASTERY (2) I can effectively write through the use of a structured-writing process for a given audience and purpose with support.	DEVELOPING FOUNDATIONAL SKILLS (1) I can effectively write through the use of a structured-writing process for a given audience and purpose with a lot of support.

STANDARD 3: SPEAKING

LT3A: INTERPERSONAL SPEAKING			
EXCEEDS MASTERY (4) I can effectively and independently maintain a conversation for a given purpose and purpose with insightful details and reasoning.	DEMONSTRATES MASTERY (3) I can effectively and independently maintain a conversation for a given purpose.	APPROACHING MASTERY (2) I can effectively maintain a conversation for a given purpose with some support.	DEVELOPING FOUNDATIONAL SKILLS (1) I can effectively maintain a conversation for a given purpose with a lot of support.

LT3B: PRESENTATIONAL SPEAKING			
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<p>EXCEEDS MASTERY (4)</p> <p>I can effectively and independently give an oral presentation for a given audience and purpose with insightful details and reasoning.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can effectively and independently give an oral presentation for a given audience and purpose.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can effectively give an oral presentation for a given audience and purpose with support.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can effectively give an oral presentation for a given audience and purpose with a lot of support.</p>
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STANDARD 4: LISTENING

LT4A: INTERPRETIVE LISTENING			
<p>EXCEEDS MASTERY (4)</p> <p>I can effectively and independently analyze an audio or visual source with insightful details/reasoning.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can effectively and independently analyze an audio or visual source.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can effectively analyze an audio or visual source with support.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can effectively analyze an audio or visual source with a lot of support.</p>