



Muscatine School District

Course Syllabus	
Teacher(s) Name(s)	Kimberly Tooman
Course Name	English Language Development Read/Write 1
Email	kim.tooman@mcsdonline.org
Phone Number	(563) 263-6141 Ext. 3185
Office Hours	By appointment only • Email anytime - I check email before and after school and when I can during the school day. If I receive an email outside school hours, I will respond within 24 hours.
Course Description	<p>ESL501 English Language Development Read/Write 1</p> <ul style="list-style-type: none"> Students enrolled in this course will review basic skills in vocabulary, life stories, grammar, everyday conversation, and real-life reading. Specific instruction will include: <ul style="list-style-type: none"> Vocabulary- teaches key words and phrase relevant to the unit topic, and provides conversation practice using the target vocabulary. Life Stories- expands on vocabulary learned in the previous lesson and furthers learners understanding through reading and writing about a life skills topic. Grammar: provides clear, simple presentation of the target structure followed by thorough, meaningful practice of it. Everyday Conversation- provides learner with fluent authentic conversations to increase familiarity with natural English. Real-Life Reading- develops essential reading skills and offers both life skill and pre-academic reading materials. <p>It can be taken multiple times to continue developing students' English language proficiency.</p> <p>1.0 Credit Year Course 9,10,11,12</p> <p>Counts as core elective credit</p> <p>No Prerequisite</p>

<p>Objectives</p> <p><u>Iowa English Language Proficiency (ELP) Standards</u></p>	<p>This ELD class has been designed to support the students in becoming skilled in English. The class will focus on all four domains of language acquisition: listening, reading (receptive skills), speaking and writing (productive skills). Learners will be asked to demonstrate command of the conventions of standard English to communicate at their appropriate grade level. Students will work on understanding and analyzing different forms of sentences, from basic to complex, as well as nonfiction texts.</p> <ul style="list-style-type: none"> • Students will be able to define vocabulary words and use them correctly in a sentence. • Students will be able to engage in English conversation with proper usage of skill-level terms. • Students will be able to speak and write about grade level appropriate information and topics. • Students will be able to ask questions to gain information or clarify understanding.
<p>Instructional Materials</p>	<p>Textbooks:</p> <ul style="list-style-type: none"> • Language! The Comprehensive Literacy Curriculum A-D & Workbook • Groundwork for a Better Vocabulary • Grammar Step by Step • National Geographic Grammar Explorer 1 • Building a Strong Vocabulary for life skills & work readiness • Advanced Word Power • Advancing Vocabulary Skills <p>Text Selections from:</p> <ul style="list-style-type: none"> • National Geographic Grammar in Context (Books 1,2,3) <p>Websites (access provided):</p> <ul style="list-style-type: none"> • DuoLingo (vocabulary, grammar, listening, reading) • Quizlet (flashcards for studying vocabulary and grammar) • Gimkit & Blooket (vocabulary learning with games) • Ilini (videos for listening & culture)
<p>Communication Protocols</p>	<p>Expectations for students:</p> <ul style="list-style-type: none"> • Check your email daily, before the school day begins. Teachers' school day starts at 7:45, so they send updates to classes between 7:45 and 8:15. If you can, check after school and throughout the evening and on Sunday.
<p>Grading Information</p>	<p>Grades are aligned with Muscatine High School's grading standards and policy expectations.</p>

	<p>10%: Participation. This includes Duolingo, cultural reading questions, study guides, and any other in-class practice.</p> <p>20%: Learning Activities. This includes homework and quizzes.</p> <p>50%: Summative Assessments. There are usually four per chapter: listening, reading, speaking, and writing.</p> <p>20%: Final. These will be held at the end of the semester. They are usually chapter assessments (different types listed above) rather than cumulative.</p>
Assignment List	<p>Final: written and/or spoken project</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> • Tests & Projects- written or spoken <p>Learning Activities (in class)</p> <ul style="list-style-type: none"> • Quizzes to check on learning • Discussions or Conversations • Reading or listening for comprehension activities • Short reflective or fluency journals <p>Participation:</p> <ul style="list-style-type: none"> • Vocab or grammar practice (graded on completion) including Quizlet • Exit tickets • Writing, reading, listening, or speaking practice activities
<p>Academic Policies and Procedures</p> <p><i>This language is from the MHS Grading Policy linked here</i></p>	<p>Participation: Work must be turned in on time. Teachers are not expected or required to accept late work in this category because it is daily work completed during the class period. Failure to submit work in this category will result in a “zero” grade. No reassessment is possible. This work is completed during the class period. If a student is not in attendance then they either are offered an opportunity to make it up or are exempt from the grade.</p> <p>Learning Activities: Work must be turned in on time. All absences are granted at least two days for every one day missed outside of class. Teachers will give a minimum of 48-hours notice for any work that students are expected to complete outside of class at home. For example, if work is assigned on Tuesday, the earliest possible due date is Thursday. Students will not receive less than a 50% for a grade in this category, as long as an attempt is made on the learning activity. Teachers will enter a 0% if no attempt was made by the student.</p>

	<p>Reassessment is possible at the teacher's discretion, dependent upon the nature of the task. The purpose of reassessing is to allow students to demonstrate <i>improved mastery of skills and concepts</i>. Work will only be eligible for reassessment if it was turned in on time.</p> <p>Summative Assessment & Final: Work must be turned in on time. Extensions need to be discussed with the teacher before the due date. Students who are absent should be prepared to take the assessment on the day they return unless other arrangements are made with the teacher. Students will receive a grade for the work turned in at that time (i.e. tests, grade partial essays, projects, etc.). The only exception is if missing assessments are due to extenuating circumstances discussed prior to the due date with the teacher. When an assessment is turned in, teachers will mark "Collected" in PowerSchool. Students will not receive less than a 50% for an assessment grade, as long as an attempt is made on the summative assessment. Teachers will enter a 0% if no attempt was made by the student on the assessment, but need to mark "Missing" and/or "Absent" in PowerSchool. Students will be able to redo or make-up an assessment up to two weeks after the assessment grade is posted; students must follow the necessary steps determined by the course/subject teacher(s) to be eligible for any reassessment. Students can be retaught in class or during Enrichment (Muskie Time) to build skills or reteach before a reassessment is given. Students can also arrange a time to meet with teachers before or after school.</p>
Course Calendar	ELD 1 Course Calendar
Dual Credit Courses Only	N/A