



SEASIDE
HIGH SCHOOL

Academic Language and Literacy Course Guide

Teacher Profile

Let me introduce myself...

My name is Mrs. Peake, and I was a central coast kid, myself. I graduated from Santa Cruz High School (in the 1980s), and then lived around the country, but returned to this region 15 years ago. As much as I enjoyed getting to know other regions of this diverse country, I especially love living and working here!

Mi nombre es Sra. Peake, y yo mismo era un niño de la costa central. Me gradué de Santa Cruz High School (en la década de 1980) y luego viví en todo el país, pero regresé a esta región hace 15 años. Por mucho que disfruté conociendo otras regiones de este país diverso, ¡en especial me encanta vivir y trabajar aquí!

I teach because...

I love my community. I care about reading, writing, and substantive conversation, and I see how valuable mastery of these tasks is for success in life. I also care about students, their opportunities for skill development, and their access to information. Being informed can transform a person's life.

Amo a mi comunidad. Me preocupo por la lectura, la escritura y la conversación sustantiva, y veo lo valioso que es el dominio de estas tareas para tener éxito en la vida. También me preocupo por los estudiantes, sus oportunidades para el desarrollo de habilidades y su acceso a la información. Estar informado puede transformar la vida de una persona.

My educational path was...

Non-traditional. I studied history as an undergrad, loved academics, and continued with a masters degree in ancient literature. I worked and lived for a while in northern Massachusetts, but as I began to move around the country, I saw a need to work on my teaching skills, and eventually I earned an MA in Education from University of Michigan, Ann Arbor. My educational path may also be unfinished; there is still more to achieve, and still much more about which I'd like to learn.

Tuve un camino educativo no tradicional. Estudié historia en la licenciatura, me encantaban los estudios académicos y continué con una maestría en literatura antigua. Trabajé y viví durante un tiempo en el norte de Massachusetts, pero cuando comencé a moverme por el país, vi la necesidad de trabajar en mis habilidades de enseñanza y, finalmente, obtuve una maestría en educación de la Universidad de Michigan, Ann Arbor. Mi camino educativo también puede estar inconcluso; todavía hay más por lograr, y mucho más de lo que me gustaría aprender.

The best way to communicate with me is...

*Please send me an old-fashioned email, whenever possible. You may also simply reply to any parent square message, and I should see it in a timely fashion. Please **do not** leave a voicemail!*

Por favor, envíeme un correo electrónico a la antigua, siempre que sea posible. También puede simplemente responder a cualquier mensaje de Parent Square, y debería verlo de manera oportuna. ¡No dejes un mensaje de voz!

Course College and Career Indicators

Course Name: Advanced Academic Language and Literacy

Grade Level (insert X mark next to all that apply):

- X 9th grade
- X 10th grade
- X 11th grade
- X 12th grade

Term Length (insert X mark next to all that apply):

- Semester (5 credits)
- X Yearlong Course (10 credits)
- Two-Year Course (IB Courses) (20 credits)

What college and career readiness indicators will I meet in this course?

Graduation area requirement

English Language Credit (9th grade)/Elective Credit (10th-12th)

A-G Designation
English Language (9th grade)

CTE Pathway Course (List pathway below)

College Credit Course (List below)

Course Overview

What is this course all about?

The class is all about providing skills in English and helping students work toward the goal of passing the ELPAC (English Language Proficiency Assessment of California), which is a standardized test given in February. We will focus on listening, speaking, reading, and writing in English.

La clase tiene que ver con proporcionar habilidades en inglés y ayudar a los estudiantes a trabajar hacia la meta de aprobar el ELPAC (Evaluación de dominio del idioma inglés de California), que es una prueba estandarizada que se realiza en febrero. Nos enfocaremos en escuchar, hablar, leer y escribir en inglés.

How will this course help me be College and Career Ready?

Understanding English is foundational to participation in daily life and to higher education success in the U.S. This class seeks to deepen students' understanding of this foundational skill, while also helping students to pass the ELPAC in February.

Comprender el inglés es fundamental para la participación en la vida diaria y para el éxito en la educación superior en los EE.UU. Esta clase busca profundizar la comprensión de los estudiantes sobre esta habilidad fundamental, al mismo tiempo que los ayuda a aprobar el examen ELPAC en febrero.

What concepts and skills will I master in this course?

Reading and writing in English; speaking and listening in English.

Leer y escribir en inglés; hablar y escuchar en inglés.

What will be graded?

Participation in "Daily Start"/"Do Now" activities and surveys, quizzes, substantive conversations, weekly Claim-writing, essay writing, and intentional improvements students make to their English use are all graded elements of the class.

La participación en actividades y encuestas de "Inicio diario"/"hagan ahora", cuestionarios, conversaciones sustantivas, "Escritura semanal," ensayo escrito, y mejoras intencionales que los estudiantes hacen en su uso del inglés son todos elementos calificados de la clase.

How will I receive feedback on my progress?

Students will be in ongoing "dialog" with the teacher through weekly claim-writing and in-class speaking, listening, and reading assignments. Feedback will come from teacher comments, but also from peer review of work.

Los estudiantes estarán en un "diálogo" continuo con el maestro a través de la escritura semanal y las asignaciones de hablar, escuchar y leer en clase. La retroalimentación provendrá de los comentarios de los maestros, pero también de la revisión del trabajo por parte de los compañeros.

What opportunities will I have to show growth in my learning based on the feedback that I received?

Each student will be able to show growth by improving performance on periodic quizzes, but also by adding detail to writing responses and speaking, listening, and reading work.

Cada estudiante podrá mostrar crecimiento mejorando su desempeño en pruebas periódicas, pero también agregando detalles a escritura respuestas y trabajo de hablar, escuchar y leer.

What can I do to be successful in this course?

Participation, strong attendance, great effort, consideration of the posted rubrics.

Participación, fuerte asistencia, gran esfuerzo, consideración de las rúbricas publicadas.

What do I do if I need help in this course?

Consult with other students in the class; consult with the teacher (at break, lunch, or other office hour times).

Consultar con otros estudiantes en la clase; consultar con el maestro (en el descanso, el almuerzo u otros horarios de oficina).

What do I do if I am absent?

Consult Google Classroom, Consult the "Class record" (in a class-held notebook).

Also, speak to the teacher to be sure to make up any quizzes, surveys, or writing assignments (make up quizzes and surveys will most likely be done at lunch, break, or before school).

Consultar Google Classroom, Consultar el "Registro de clase" (en un cuaderno de clase).

Además, hable con el maestro para asegurarse de recuperar los cuestionarios, encuestas, o tareas de escritura (lo más probable es que los cuestionarios y encuestas de recuperación se realicen durante el almuerzo, el recreo o antes de la escuela).

Grading Rubric

Letter Grade	Grading and Assessment Scale*	Level of Mastery
A	3.6-4.0	Extensive Understanding: Student can apply the concepts and skills learned to new contexts independently
B	2.8-3.59	Sufficient Understanding: Student demonstrates a thorough understanding of the concept and can perform the target skill independently.

C	1.8-2.79	Partial Understanding: Student demonstrates partial understanding of the concepts; or, can perform portions of the target skill with assistance.
D	0.8-1.79	Emerging Understanding: Student requires extensive assistance and support to understand the foundational concepts and skills.
F	0-0.79	No Evidence of Understanding- Little or no evidence of progress toward emerging understanding.

*Scale set by MPUSD, [see website for further information about standards-based grading](#)

Spartan PRIDE Learner Profile

<i>Prepared</i>	<ul style="list-style-type: none"> ● I come to class with my chromebook charged ● I come to class ready to learn, with all of my needed materials ● I come to class with my phone away
<i>Respected</i>	<ul style="list-style-type: none"> ● I use positive and respectful language with my peers and teachers. ● I treat all students, staff and community members, including LGBTQ members and individuals that are of a different race, and religion the way I would like them to treat me.
<i>Innovative</i>	<ul style="list-style-type: none"> ● I contribute my unique ideas and perspectives to discussions and assignments ● I am open minded and explore opinions and ideas other than my own ● I use a variety of resources (counseling, tutoring, office hours) to solve problems and develop solutions.
<i>Determined</i>	<ul style="list-style-type: none"> ● I stay engaged in the class content from bell to bell ● I keep working even when the work is difficult ● I communicate with my teacher to advocate for myself when needed
<i>Excellent</i>	<ul style="list-style-type: none"> ● I take advantage of retake opportunities to strive towards mastery ● I will accept and volunteer my assistance to the Spartan Community. ● My success is defined by more than my academic production.

Student and Parent Feedback

Something about me that is important for my teacher to know is...

After high school I plan to...

Learning is most engaging when...

Anything else you would like your teacher to know?

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