

MVLA
2019-20
COURSE INFORMATION SHEET

Course Title: GC1020_ELD 2 Literature_MVHS_2019-20 & GC1021_ELD 2 Oral_MVHS_2019-20

School: Mountain View High School

UC/CSU requirement: No/No

Textbook and/or other learning resources: EDGE A: Textbook, Workbook and Grammar Book; Short books Carmen, Van, ET, Biography: Jackie Robinson; Time for Kids articles, and other supplementary materials.

Prerequisites: Successful completion of ELD 1, Teacher Recommendation, ELPAC Placement Test

Student Learning Outcomes:

ELD Content Standards: Listening, Speaking, Reading and Writing

1. Reading: Engaging with complex texts to build knowledge across the curriculum: Students will discern and extract meaning of text. For example, students will demonstrate their application of comprehension of reading in their speaking and writing with emerging language to show their understanding of new concepts and discern important information from a text.

2. Writing: Using evidence to inform, argue and analyze: Students will effectively verbalize and write to demonstrate an understanding of literature as well as informational text through the use of academic language. A focus will be on preparing students to ask questions and solve problems independently. ELs not only face the common obstacles all students experience in attempting to gather, manage, and organize the flow of information; they also must analyze and evaluate what they read while negotiating a second language.

3. Speaking and Listening: Working collaboratively, understanding multiple perspectives, and presenting ideas: Students will use communicative strategies to create and present their ideas with emerging complex vocabulary through writing and speaking. They will demonstrate knowledge by building upon others' ideas, then articulate their own ideas through constructing questions, using sentence stems and academic language to increase their emerging academic vocabulary, maintain and refer to an updated vocabulary notebook in daily work Example: Students will share stories of their cultural heritage and compare them to the American culture. Students will develop an understanding of the importance of classroom community, of working with peers to accomplish common goals and of taking personal responsibility to complete their own work.

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights: **Grading practices are determined by course teams.**
All teachers of this course will determine grades as defined below:

Grade categories: Semester letter grades will be determined from formal assessments of a student's proficiency in the following subject area standards:

Literature Class:

- | | |
|---|-----|
| • Writing | 40% |
| • Reading/Comprehension | 40% |
| • Academic Language/Writing Conventions | 10% |
| • Work Habits/Organization | 10% |

Oral:

- | | |
|---------------------|-----|
| • Listening | 35% |
| • Speaking | 35% |
| • Academic Language | 10% |
| • Technology | 10% |
| • Work Habits | 10% |

2. Achievement evidence collected within each grading category: For each grading category (#1 above)
 - Writing, Listening/Speaking/Reading/Comprehension grades: Students will be assessed on their daily practice of English through written & oral participation, homework, quizzes and completion and quality of assignments
 - Test/Quiz will be assessed at the end of each chapter of reading, the end of each book, and/or at the end of each unit
3. Grading scales:

90-100	A	Advanced
80-89	B	Proficient
70-79	C	Basic
60-69	D	Below Basic
50-59	F	Far Below
4. Homework/outside of class practices ([AR 6154](#)): Students may expect to spend approximately one half hour per night on reading and/or written assignments two to three times a week. Students are expected to participate in class activities and daily assignments. They will keep all classwork/homework and written assignments in a folder or binder and will log all assignments on an assignment sheet calendar to be turned in monthly to demonstrate organization, good work habits, and have all work available to prepare for tests/quizzes.
5. Excused absence make up practices ([Education Code 48205\(b\)](#)): Students will have the opportunity to make up missing work for the same number of days they are absent for proficiency grades in skill areas, but will lose credit in the “work habits” category if work is turned in after the arranged due date. Students can expect to arrange with their teacher how and when work will be made up.
6. Academic integrity violation practices ([LAHS Academic Integrity Policy](#) / [MVHS Academic Integrity Policy](#)): The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.
7. Late work practices: Students will have the opportunity to complete late work, but will lose 10% of the credit in the “work habits” category for each day work is turned in late.
8. Revision practices: Patterns of Proficiency: Students will have multiple opportunities to demonstrate proficiency for each skill taught. Students’ grades will reflect a demonstrated pattern of achievement and practice to obtain mastery through daily work scaffolded to build necessary skills needed, allowing grades to accurately reflect daily learning and improvement.
9. Extra credit practices: No extra credit will be given to replace assignments.
10. Additional grading practices: All students will participate in group work; grade is based on individual achievement according to designated rubrics on collaboration; Students will participate in Sustained Silent Reading and receive Work Habits credit.

Instructor’s email address:

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Additional information:

Help and Contact Information

Phone: (650) 691-2426

Homework Website:

See Teacher Website