

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: RUSD High Schools Department Special Services
(course offerings will be made available for all schools)

Contact Information

Contact Person: Britta Davidson Phone: 909-307-5300

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Course Information

Course Title: English 11 Dynamic/ Designated ELD Transcript Name (15 Max): ENG11D/ELD

Length of course: One Year Amount of Units: 10
(one semester, two semesters, or one-year course)

Area of Credit: English
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Education Specialist Additional Training: CLAD

Department Review Date: 4-5-24 Dept. Signature: *Britta Davidson*

Site Administrator Signature: *Patricia Buckle*

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Julie Swan Date reviewed: 04/08/24

- District section of this form is appropriately completed
- All required attachments are affixed and appropriate
- Site signatures current and appropriate

Recommendation: Approve Do Not Approve Signature: *Julie Swan*

Course Approval Curriculum Committee

Approved by: Unanimous Decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: *Julie Swan*

Board Submission Date: May 7, 2024 Board Approved Date: _____

High School Course Description for **English 11 Dynamic/ Designated ELD**

Course Title: English 11 Dynamic/ Designated ELD	Curricular Area: English/ English Language Development
Course Number:	Length: One year
Grade Level(s): 11	Prerequisites: Eligible to participate in the California Alternate Assessment (CAA) and/or identified as an English Learner
Meets a UC a-g Requirement: No	Meets NCAA Requirement: No
Meets High School Graduation Requirement for: English	

Course Outline

English 11 Dynamic/ **Designated ELD** is a required one-year junior course designed for students with significant cognitive disabilities who are anticipated to earn a high school diploma in accordance with California Education Code 51225.31.

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way and align with the state and district adopted standards. There is an emphasis on critical thinking, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes a wide variety of authors from diverse backgrounds.

Additionally, this course is a protected time during the regular school day that teachers will strategically target students' language learning needs. This course will build into and from content instruction by incorporating text, concepts, and language from content area classes. Designated ELD lessons will have the 10 Essential Features of Designated ELD Instruction as defined in the ELA/ELD Framework. English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment used the ELD Connectors.

Alignment (Connection to Common Core)

This course is aligned to the California Common Core State Standards for English and the Core Content Connectors (CCCs). The CCCs identify the most salient grade-level, core academic content in ELA, Mathematics, and Science found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Examples of Assessments Appropriate for the Course

<p>Reading Literature / Informational Text</p> <ul style="list-style-type: none"> ● Claim-based writing ● Summaries – verbal or written ● Response journals 	<p>Writing</p> <ul style="list-style-type: none"> ● Quickwrites ● Essays ● Positions papers ● Compare / Contrast papers
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High School Course Description for **English 11 Dynamic/ Designated ELD**

Instructional Materials

Required Textbook(s)

1. Unique Learning Systems

Novels and Other Readings

1. Leveled Books
2. Simple Chapter Books
3. News2you: Current Events, News Page, Standards Connection, People and Places in the News, Standards Connection, Recipe Page, Joke Page, Review Page, Puzzle Page, Sports Page

Supplemental Materials

1. ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists
2. n2y Library

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Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson (Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

Support for English Language Learners:

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The ELD Connectors represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

English 11 Instructional Targets

Reading Literature: Key Ideas and Details

- Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem.
- Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- Objectively summarize a story, play or poem including main characters, events and key details.
- Determine one or two themes of a story, play or poem.
- Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development.

Reading Literature: Craft and Structure

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- Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings.
- Interpret figurative language (e.g., similes, metaphors, idioms, analogies, connotative meanings of word) and determine how it affects the meaning and mood of a story, play or poem.
- Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style.
- Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

Reading Literature: Integration of Knowledge and Ideas

- Compare and contrast various artistic mediums (poetry, song, play, movie, etc.) of literature with similar topics, characters or events.
- Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other cultures); identify personal preferences.

Reading Literature: Range and Level of Text Complexity

- Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books and fiction works that are adapted to student reading level.

Reading Informational Text: Key Ideas and Details

- Answer explicit questions and use support from text to explain the main ideas, and details of an informational text.
- Answer inferential questions and use support from text to explain the main ideas, details and inferences of an informational text.
- Objectively summarize an informational text, including central idea and specific supporting details.
- Identify the central idea(s), key details, and how they develop over the course of an informational text.
- Summarize a sequence of events or steps in a text.

Reading Informational Text: Integration of Knowledge and Ideas

- Integrate and evaluate information on a similar topic from different media.
- Experience information from leveled text related to U.S. documents and those of historical significance, including an evaluation of their themes/purposes.

Reading Informational Text: Range and Level of Text Complexity

- Read and use grade level and age-appropriate informational materials, including periodicals, articles, social studies and technical texts that are adapted to student reading level.

Writing: Text Types and Purposes

- Generate paragraphs to analyze a topic, including supporting facts and evidence.
- Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence.
- Generate narrative paragraphs, including a logical sequence of events, descriptive details and a reflective conclusion.

Writing: Production and Distribution of Writing

- With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document.

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- Use technology, including the internet, to compose a paragraph.

Writing: Research to Build Knowledge

- Research and gather information from (adapted) literary or informational materials to answer a question or solve a problem.
- Generate a written text to summarize information from multiple sources; cite sources.

Writing: Range of Writing

- Participate routinely in supported writing activities, using conventional formats.

Speaking and Listening: Comprehension and Collaboration

- Initiate and participate in grade level and age-appropriate discussion on diverse topics to:
 - express an opinion,
 - share ideas and information and
 - ask and respond to questions relevant to the topic
- Identify information from multiple sources that contribute to making a decision.
- Identify a speaker's purpose and main ideas.

Speaking and Listening: Presentation of Knowledge and Ideas

- Present information in an organized manner and appropriate to a task, an audience or a situation.
- Integrate media to enhance a presentation.
- Adapt communication, using formal or informal language to communicate effectively in a variety of contexts and tasks.

Language: Conventions of Standard English

- Apply conventions of grammar when speaking or writing.
- Apply correct capitalization and punctuation in sentences.
- Use correct spelling in writing sentences.

Language: Knowledge of Language

- Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

Language: Vocabulary Acquisition and Use

- Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech of unknown words.
- Use reference materials (dictionaries [printed/online], thesauruses) to determine a synonym for a word.
- Use reference materials (dictionaries [printed/online], glossaries) to determine the pronunciation of unknown words.
- Use words acquired through academic and domain-specific sources when speaking and writing.
- Use context clues (e.g., synonyms, antonyms, more details, the restated word or the overall meaning of the sentence or paragraph) in a story, play or poem to determine the meaning of unknown and multiple meaning words.
- Identify and interpret figurative language (e.g., similes, metaphors, personification, hyperbole, paradox, euphemism, oxymoron).

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Sample Weekly Lesson Plan:

Week (sample)				
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Vocabulary/High-Frequency Words Lesson 15, Activity 3.3: Defining Vocabulary: Group 3 (15 minutes)</p> <ul style="list-style-type: none"> • Lesson 15, Activity 1.3: High-Frequency Word Maps: List 3 <p>Small Group Fluency/Comprehension</p> <ul style="list-style-type: none"> • Lesson 7, Activity 2: Guided/Shared Reading Lesson 7, Activity 3: Answer Questions; Standards Connection B or C 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Lesson 15, Activity 3.3: Defining Vocabulary: Group 3; Fluency/Comprehension • Lesson 9, Activity 1: Read Aloud; Standards Connection A <p>Small Group Fluency/Comprehension</p> <ul style="list-style-type: none"> • Lesson 9, Activity 2: Guided/Shared Reading • Lesson 1, Activity 4: Self- Selected Reading; Standards Connection 	<p>Vocabulary/High-Frequency Words</p> <ul style="list-style-type: none"> • Lesson 15, Activity 3.3: Defining Vocabulary: Group 3 (15 minutes) • Lesson 15, Activity 1.3: High-Frequency Word Maps: List 3 <p>Small Group Fluency/Comprehension</p> <ul style="list-style-type: none"> • Lesson 9, Activity 2: Guided/Shared Reading • Lesson 9, Activity 3: Answer Questions; Standards Connection B or C 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Lesson 15, Activity 2.3: Review High Frequency Words Sentence Completion: List 3 Lesson 15, Activity 3.3: Defining Vocabulary: Group 3 <p>Fluency/Comprehension</p> <ul style="list-style-type: none"> • Lesson 11, Activity 1: Read Aloud; Standards Connection A <p>Small Group Fluency/Comprehension</p> <ul style="list-style-type: none"> • Lesson 11, Activity 2: Guided/Shared Reading • Lesson 1, Activity 4: Self- Selected Reading; Standards Connection 	<p>Vocabulary/High – Frequency Words</p> <ul style="list-style-type: none"> • Revisit Lesson 15, Activity 3.3: Review Vocabulary Words: Group 3 (15 minutes) <p>Small Group Fluency/Comprehension</p> <ul style="list-style-type: none"> • Lesson 11, Activity 2: Guided/Shared Reading • Lesson 11, Activity 3: Answer Questions; Standards Connection B or C
<p>Writing Lesson 30, Activity 2: Journal Entry 3 Lesson 18, Activity 1: Brainstorming</p>	<p>Writing Lesson 16, Activity 3: Editing: Letter • Lesson 18, Activity 2: Planning a Paragraph</p>	<p>Writing</p> <ul style="list-style-type: none"> • Lesson 18, Activity 3: Writing a Paragraph 	<p>Writing</p> <ul style="list-style-type: none"> • Lesson 18, Activity 4: Sharing a Paragraph; Standards Connection A and/or B 	<p>Writing</p> <ul style="list-style-type: none"> • Revisit Lesson 17: Real World Writing; Standards Connection

PERFORMANCE OBJECTIVES

Sample activity:

- Utilize various publishing tools such as Google, word, speech to text, text to speech and spell check to refine documents.
- Write or dictate to convey personal experiences.
- Summarize a print document into a position statement.