

Project Success 1855

Description This course is designed for the intermediate and higher ELL students. Tutorial support is provided during a daily class period (for which the student receives credit) for work assigned in regular education classes. In addition, staff members assist students in monitoring their progress in these classes.

Credits 1 credit

Prerequisites English Language Level 5

Textbooks/Resources None

Required Assessments ACCESS for English Language Learner's

Board Approved May, 2007

Revised

AASD ELL Goals for K-12 Students

The ELL Bilingual Education program will enable students to:

- *Communicate effectively in oral and written English.*
- *Achieve a level of reading literacy commensurate with ability.*
- *Develop a mastery of learning processes inherent in American education, including critical thinking skills.*
- *Develop positive listening skills and learn to use listening to synthesize information.*
- *Integrate newly acquired linguistic skills into content subjects and areas outside of the ELL/Bilingual setting.*
- *Achieve understanding of and comfort in the American culture.*
- *Maintain and develop native language literacy skills.*
- *Maintain, develop, and value the student's native culture.*

AASD ELL Standards* for Students in Grade 9-12

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| I. English in Social Settings | A. Use English to participate in social interactions.
B. Interact in, through, and with spoken and written English for personal expression and enjoyment.
C. Use learning strategies to extend their communicative competence. |
| II. English to Achieve Academically in all Content Areas | A. Use English to interact in the classroom.
B. Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
C. Use appropriate learning strategies to construct and apply academic knowledge. |
| III. English in Socially and Culturally Appropriate Ways | A. Use the appropriate language variety, register, and genre according to audience, purpose and setting.
B. Use nonverbal communication appropriate to audience, purpose, and setting.
C. Use appropriate learning strategies to extend their sociolinguistic and sociocultural competence. |

*Adopted from *ESL Standards for Pre-K – 12 Students*, publication of Teachers of English to Speakers of Other Languages, Inc., Bloomington, IL, 1999.

WIDA English Language Proficiency Standard and Model Performance Indicators: Grades 9-12 Language Arts Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

<i>Domain</i>	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening – process, understand, interpret, and evaluate spoken language in a variety of situations	process information from speakers who use visual or graphic support (such as meteorologists)	match information from TV, films, video, or DVDs to titles of segments	form general ideas based on information from familiar speakers or media	identify summaries of information from radio, cassettes, CDs, or multimedia	integrate information from oral documentaries and other sources on unfamiliar topics
Speaking – engage in oral communication in a variety of situations for a variety of purposes and audiences	state facts about personal interests or those of friends or members of your family	do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X])	give narrative speeches on personal topics of interest	give persuasive speeches on school-related topics	engage in debates on school-related topics or issues
Reading – process, interpret, and evaluate written language, symbols, and text with understanding and fluency	identify facts from pictures and sentences	use graphic organizers to compare/contrast information between texts	compare/contrast information between and among texts using graphic organizers	critique information from various sources, including the Internet	evaluate validity of information from various sources, including the Internet
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences	jot down key words or symbols from visuals pertaining to discussions	list key phrases or sentences from discussions	take notes and produce sentence outlines from discussions and lectures	produce outlines and summary paragraphs from lecture notes	produce essays based on notes from lectures

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Engage in completing mainstream and ELL homework and daily class projects and activities</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Completes class assignments and projects according to specific due dates. b. Attains a passing grade in all classes to become credit eligible in Project Success. 	<ul style="list-style-type: none"> • Teacher observations • Checking grade reports
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English to achieve academically in all content areas Communication Arts: Language Study, Reading/Literature, Writing, Research</p>		
<p>2. Acquire test-taking skills</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Analyzes test-taking procedures by identifying trigger words, eliminating choices and by managing time constraints. b. Practices test-taking strategies, procedures, etc. c. Gain awareness about test preparation (getting enough sleep, eat nutritiously, etc.). d. Uses classroom resources to prepare for (ACT prep manual) classroom, standardized college entrance assessments. 	<ul style="list-style-type: none"> • Teacher observations • Reports cards • Updated grade reports
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English to achieve academically in all content areas Communication Arts: Language Study, Reading/Literature, Writing, Research</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>3. Improve English language usage and skills in the areas of listening, speaking, reading, and writing</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Uses classroom resource books <ul style="list-style-type: none"> • Dictionaries • Thesaurus b. Engages in reflective journaling (class goals, daily activities, self-selected reading). c. Imitates self-selected reading. d. Maintains uses of English in group work. 	<ul style="list-style-type: none"> • Journal writing • Teacher observations • Checklists
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English to achieve academically in all content areas Communication Arts: Language Study, Reading/Literature, Writing, Speaking and Listening</p>		
<p>4. Collaborate on homework and mainstream projects</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Demonstrates on-task behavior in accomplishing daily goals through collaborating. b. Takes the initiative when completing tasks and seeking help when needed. 	<ul style="list-style-type: none"> • Teacher observations • Checklists
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English in Socially and Culturally appropriate ways Communication Arts: Speaking and Listening</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>5. Incorporate organizational and study skills into their daily or weekly routine</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Reflects on weekly organizational “tip of the week” and writes about its use in a journal. b. Uses a daily planner to track assignments. c. Demonstrates effective time management. 	<ul style="list-style-type: none"> • Daily planner • Teacher observations • Journal
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English to achieve academically in all content areas Communication Arts: Language Study</p>		
<p>6. Improve use of study skills</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Uses graphic organizers to condense information. b. Applies note-taking skills to record information. c. Utilizes study tools such as flash cards, review sheets, mnemonic devices, study groups, etc. d. Demonstrates awareness of main ideas and supporting ideas in note taking. e. Demonstrates understanding of textbook structures. f. Employs effective reading strategies. g. Self edits written works. h. Peer edits. 	<ul style="list-style-type: none"> • Teacher observations • Journal
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English to achieve academically in all content areas Communication Arts: Language Study, Research</p>		
<p>7. Access computer technology</p>	<p>Performance will be satisfactory when the student...</p> <ul style="list-style-type: none"> a. Uses Internet for research. b. Uses Microsoft Office Suite (Word, Excel, PowerPoint). 	<ul style="list-style-type: none"> • Teacher observations • Computer log – what they will be working on / times
<p>Above objectives are linked to the following AASD standards: ELL/Bilingual: English to achieve academically in all content areas Communication Arts: Media Technology</p>		