

ENGLISH LANGUAGE DEVELOPMENT (ELD) COURSES & INSTRUCTION

Capuchino High School offers English Language Development (ELD) integrated and Designated language instruction and ELD content classes. These content classes cover the same kind of content and standards as our mainstream content classes, but are specifically designed to meet the language needs of our students. In addition, our ELD teachers have been trained in the use of Constructing Meaning strategies to help support English learners. Constructing Meaning provides teachers with the process and tools for embedding explicit language instruction into content courses.

Capuchino High School is proud of the diversity that our students add to our community. We have students from a vast number of countries and who speak a diverse range of languages. Their cultural, ethnic, and linguistic backgrounds add an exciting dimension to our school. We believe it is our collective responsibility to serve the academic, social and emotional needs of our students. It is our hope that our students will develop linguistic and literacy skills in English as well as continue to strengthen their mother tongues.

The course descriptions for classes which support ELD instruction are as follows:

Integrated ELD 1-3

In Integrated ELD courses, teachers use the CA ELA standards to guide instruction with direct linguistic support to assist students at the initial stages of language acquisition and in the mastery of those standards that will enable ELD students to access rigorous sheltered and/or mainstream curriculum.

Designated ELD 1-3

In Designated ELD courses, based on the language needs of EL students, teachers support students in the acquisition of the English language using the CA ELD standards as a framework for their instruction. Students in ELD I-III work on the language skills needed to progress into the emerging, bridging, or mainstream stage of language acquisition. Through the application of ELD instructional strategies, students develop skills necessary to make gains towards proficiency of the four language domains (speaking, listening, reading, and writing) through a variety of performance-based tasks.

EL Modern World History

ELD Modern World History is designed for ELD students who are concurrently enrolled in ELD II or ELD III. During the first semester, students learn fundamental geography skills and examine major topics such as the roots of democracy, political revolutions of the eighteenth century, industrialization in the Western world and the era of new imperialism. During the second semester, major topics of study are World War I, totalitarianism, World War II, the Cold War, and nation-building in the contemporary world. Throughout this course, students will develop comprehension, vocabulary, and study skills.

EL U. S. History

This course is designed for ELD students who are concurrently enrolled in ELD II or III. This course is designed to help students understand the present by studying basic concepts and important knowledge throughout American history. This course begins with a review of the key issues and events of pre-1900 U.S. history, and continues with an in-depth investigation of significant events of the 20th century. This survey course reinforces vocabulary, reading, and writing skills.

EL American Government

ELD American Government is a course designed for ELD students who are concurrently enrolled in ELD II or ELD III. This course is for those students who do not yet have the prerequisite language ability needed to benefit from mainstream American Government. In ELD American Government, students practice skills needed in high school and college. Students work on writing, reading, speaking, and vocabulary development while studying the structure, power, and duties of the government in the United States.

EL Economics

ELD Economics is a course designed for advanced ELD students who are concurrently enrolled in ELD II or ELD III. This course is for those students who do not yet have the prerequisite language ability needed to benefit from mainstream Economics. In ELD Economics, students practice skills needed in high school and college. Students work on writing, reading, speaking, and vocabulary development while studying the basic economic concepts.

EL Biology

During the fall semester, students will study ecology, with an emphasis on interdependence between biotic and abiotic factors on Earth. They will study the dynamics of matter and energy flow through ecosystems, with a focus on the carbon cycle and its flow through the processes of photosynthesis and cellular respiration. Students will also engage in an exploration of DNA, and its role in storing and inheritance of genetic information. Conceptually, students move from the large scale organization of ecosystems to systems that cycle matter and smaller systems in organisms that arrange matter through genetic instructions.

In the spring semester, students will zoom in on the basic unit of life--the cell, and learn about how the cell's structure and function allow for the emergent property of unicellular and multicellular life. Students will also apply their knowledge of genetics and study its interaction with the environment, examining the process and evidence for evolution through natural selection. Finally, students will utilize their knowledge of Earth processes and living systems to design solutions to mitigate the effects of human populations on biodiversity and global climate change.

EL Introduction to Science

This course is designed to introduce ELD Level I students to science practices and core ideas while building English proficiency. Students will develop academic literacy through reading, writing, speaking, and listening in the context of a variety of science concepts (e.g. structure and properties of matter) and skills (e.g. analyzing data, arguing from evidence). The course will be organized into the crosscutting concepts, as defined by the Next Generation Science Standards, which link the different domains of science (physical, life, and earth and space). The crosscutting concepts include patterns; cause and effect; scale, proportion, and quantity;

systems and system models; energy and matter; structure and function; and stability and change . Lessons will provide students with opportunities to think, speak, and act like scientists while developing confidence and proficiency with English.

EL Algebra 1

This first-year Algebra course is intended to help students who are learning English to also learn and develop solid mathematical thinking and demonstrate mastery of CCSS Algebra 1 content. This course prepares students for more advanced courses in mathematics both linguistically and mathematically. Core units of study include: analyzing the structure of algebraic expressions, performing and justifying transformations of polynomial expressions, solving equations and inequalities both by deconstructing and balancing, exploring the nature of functions (with a strong focus on linear relationships), modeling visual patterns with expressions, modeling situations with systems of equations, and working with quadratic functions. There is a heavy emphasis on learning math terms in English and practicing using precise mathematical language verbally through oral presentations in class. This course employs standards-based grading, so that all students can reach proficiency in key learning targets at their own pace. Other core instructional practices include the use of comparison problems, pair-share questions, desmos.com activities, Formative Assessment Lessons (map.mathshell.org), MARS tasks, and reflection activities. This course is taught as a two hour block with Algebra Support as the second hour.

EL Strategic Algebra Support

This is the second hour of Algebra I, where students have an opportunity to practice what they are learning in Algebra. All students are provided with a subscription to the online math tutoring program Mathspace.co as well as individual attention from the teacher, peer tutors and an instructional aide.

EL Geometry

EL Geometry is designed to provide appropriate language supports to ELD students to obtain mastery in Geometry. All standard coursework of a Geometry class is addressed with a stronger emphasis on using appropriate content language to describe and demonstrate proficiency. Students engage in speaking and listening strategies to both learn topics and to learn to explain their thinking. They are provided applicable supports to develop their communication and writing skills while using accurate academic language. Active attention is given to student collaboration by strategically grouping and pairing students to promote verbal use and practice of language.

ENGLISH LANGUAGE PROFICIENCY

To exit the ELD program, students complete ELD 3 with a passing grade and score at a mainstream level on our district placement test, which assesses students' skills in reading, writing, speaking, and listening. Upon exiting ELD 3 with a grade of "C", students can opt to take the initial year of an IB HL course or one year SL courses in any subject area of interest to them.

Students can, with teacher recommendation, take IB courses in electives, math and world language while enrolled in the ELD program. Academic support is provided by the ELD support teachers. Capuchino teachers are also licensed in CLAD, a certification in providing specialized

instruction for EL students in the mainstream curriculum. As we continue to increase course offerings, the numbers of students who are both EL and IB will continue to increase.

One way to increase the number of students in the IB program is the adoption of the IB Learner Profile as the core expectations for all of our students. Curriculum is backwards-mapped from the twelfth grade to the ninth, identifying the skills and attributes that will be necessary to be successful in IB courses. For example, teachers explicitly teach academic vocabulary and note taking in the earlier years to support the higher grades.

Resources

English Learners' Advisory Committee (ELAC)

We have a site based committee, the English Learners' Advisory Committee (ELAC) which consists of parents, teachers, and administrators. The responsibility of this committee is to monitor the services provided for English Learners including curriculum, career education, funding and school programs to ensure that the educational and post-secondary needs of these students are being fully met.

Other resources

Our librarian and library resources support our ELD population's educational needs by including holdings for all reading levels and materials specifically suitable for English language acquisition.