



Park Hill School District

Building Successful Futures • Each Student • Every Day

Curriculum: ELD Academic Support

Course Description:

ELD Academic Support is designed to support the academic language of English Learners across the four language domains of listening, speaking, reading, and writing and to improve students' academic independence and self-advocacy. The instructor will allocate a percentage of instructional time to language goals, and the remainder of time to supporting students in mainstream classes. All students who qualify for English Language Development (ELD) services are eligible for this course. This course can be repeated for credit.

Students will work on setting academic and personal goals, communication, and adjusting to the U.S. high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will work in collaborative settings, learn how to participate in academic discussions, use sources to support their ideas and opinions, refine study skills, and obtain techniques for test-taking, note-taking, and research.

WIDA Priority Standards

Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

ESSENTIAL LEARNING OUTCOMES

- I can check my progress in my classes, develop a plan of action to improve my grades (if needed), and follow my plan. (Progress Check)
- I can advocate for myself to receive help from my content teachers and other staff members. (Self-Advocacy)
- I will pay attention in my classes every day, with minimal missing or late work, and I will come to school prepared to learn. (Good-faith Effort)
- I will review and revise a plan for my life after high school and will set goals for my high school career that will support my plan. (Postsecondary Plan)

Course Outline:

INTRODUCTION UNIT	TOPIC
Self-Advocacy	● Students do activities to help them learn their schedule, teachers' names, teachers' emails, the Infinite Campus platform, Schoology platform, and EL modifications from their ELlevation EL plan ● Students learn how to write an email to their teachers in regards to: introducing themselves, missing assignments, points of confusion, turned in/late assignments, grade corrections ● Students reflect and react to grade checks with emails, daily goal, long-term goals
Progress Checks	● Students do periodic grade checks and reflections on grades
CONTINUING UNITS	TOPIC
Self-Advocacy	● Communication with teachers including email and in-person conversations. ● Grade reflections and plan ● Follow through
Progress Checks	● Students do periodic grade checks and reflections on grades
Postsecondary Plan	● Students develop a plan for after graduation. Students update and revise their plan at the end of every semester of their high school career.
Units based on the WIDA Priority Standards	● Teach language activities based on or connected to the WIDA Priority Standards that best meet the needs of the individual learners in the classroom.

Unit 1: Self-Advocacy

Subject: English Language Development (ELD) Academic Support

Grade: 9-12

Name of Unit: Self-Advocacy

Length of Unit: Varies

Overview of Unit: In this unit, students will learn who are key stakeholders in their academic progress and how to effectively communicate in English with them to meet their academic and social/emotional goals.

Priority Standard for unit:

- WIDA Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Engaging Experiences:

- Students do activities to help them learn their schedule, teachers' names, teachers' emails, the Infinite Campus platform, Schoology platform, and EL modifications from their ELLevation EL plan.
- Students learn how to write an email to their teachers in regards to: introducing themselves, missing assignments, points of confusion, turned in/late assignments, grade corrections
- Students reflect and react to grade checks with emails, daily goal, long-term goals.

Engaging Scenario:

- Students do a reflection at the end of the semester summarizing their progress in self-advocacy.

Unit 2: Progress Checks

Subject: English Language Development (ELD) Academic Support

Grade: 9-12

Name of Unit: Progress Checks

Length of Unit: Varies

Overview of Unit: In this unit, students will learn how to track their progress toward meeting their academic goals and demonstrate doing so in an effective manner.

Priority Standard for unit:

- WIDA Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Engaging Experiences:

- Students do periodic grade checks and reflections on grades.

Engaging Scenario:

- Students do a reflection at the end of the semester summarizing their progress in self-advocacy and their ability to track their progress toward meeting their academic goals.

Unit 3: Postsecondary Planning

Subject: English Language Development (ELD) Academic Support

Grade: 9-12

Name of Unit: Postsecondary Planning

Length of Unit: Varies

Overview of Unit: In this unit, students will learn how to set goals for after high school and to create a plan to meet those goals.

Priority Standard for unit:

- WIDA Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Engaging Experiences:

- Students develop a plan for after graduation.
- Students update and revise their plan at the end of every semester of their high school career.

Engaging Scenario:

- Students meet at least annually with their school counselor to review and update their Individual Career and Academic Plan (ICAP).