



Park Hill School District

Building Successful Futures • Each Student • Every Day

ELD Academic Language 1

Course Description:

ELD Academic Language I is designed to develop and grow the English language proficiency of English Learners across the four language domains of listening, speaking, reading, and writing, using content-specific academic language. Students eligible for this course fall into the range of 1.0 - 2.5 on a current WIDA Screener or ACCESS test, including newcomers. The U.S. Department of Education defines newcomers as “any foreign-born students and their families who have recently arrived in the U.S.”

Targeted students may have a limited or interrupted formal education. Formal and informal assessment data may also be considered as a factor for placement. The instructional order and duration of the units are flexible, to be responsive to the needs of the students and the content courses in which they are enrolled as well as curriculum resources, teacher schedules, etc. Within and between Units, the instructor will rotate supplementary content among English Language Arts, Mathematics, Science, and Social Studies, to ensure balanced instruction in all content areas throughout the semester. This course may be repeated on a case-by-case basis, as determined by the ELD teacher and administrator.

Timeframe	Unit	Instructional Topics
Varies	Comfort at School	Verbal expression of express basic needs
Varies	About Me	Communicate with others about basic, personal information
Varies	School Tools and Places	School tools and locations
Varies	Numbers, Time, and Calendar	Use English to convey information about numbers and calendaring

Varies	Actions and Feelings	Use English to convey information about pertinent actions and feelings
Varies	Food and Money	Food, money, essential businesses
Varies	Clothing and Parts of the Body	Language to express physical needs
Varies	Safety and the Community	Language of maps and community resources

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.

Engaging Experiences: Learning experiences and other assessments aligned to standards that allow students to gain and enhance proficiency in those standards and the associated learning targets that are sequenced, scaffolded, and grouped in ways that help prepare students for the Engaging Scenario.

Engaging Scenario: Culminating event within relevant, authentic context that allows for students to demonstrate proficiency in all of the priority standards of the unit.

Unit 1: Comfort at School

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: Comfort at School

Length of Unit: Varies

Overview of Unit: In this unit, students will express basic needs, such as accessing the bathroom and water, going through the lunch line, using ID badge, etc.

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.

Essential Learning Outcome:

- Students ask questions related to their basic needs at school.

Engaging Experiences:

- Log-in to and effectively use technology resources (e.g., log into computer - practice using student ID and password, teach Google Translate skills, Duolingo/Mango Languages, etc.)
- Use in context vocabulary related to basic needs and school locations (e.g., bathroom, water, water bottle, ID badge, laptop, lunch line, bus, bus number
- Ask questions and use appropriate greetings and goodbyes

Engaging Scenario:

- Role-play with age appropriate peers, whether English learner (EL) or non-EL

Unit 2: About Me

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: About Me

Length of Unit: Varies

Overview of Unit: In this unit, students will share (speak and write) information about themselves, including name, phone number, address, emergency contacts, interests, culture, and family. Students will be able to properly address an envelope. In addition, the teacher will attempt to discern the students' backgrounds (refugee status, possible trauma, well-being, living situation, and needs, such as clothing, food, hygiene products, etc.) to ensure additional resources and support are offered as appropriate.

Priority Standard for unit:

- ELA 9-10.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

Essential Learning Outcome:

- Students describe themselves, including a basic description of their family, background, and interests.
- Students can spell their names, give their phone number and address.

Engaging Experiences:

- Access and effectively utilize technology resources (e.g., Google/Word Documents, Google Slides/PowerPoint, Talking Points, etc.)
- Use in context, vocabulary related to one's self (e.g., name, phone number, address, country, state, city, favorites, activities/interests, family words, etc.)
- Use in context describing words and respond to personal questions (ex: My name is _____.)

Engaging Scenario:

- Create a personal "All About Me" slideshow and present it to the class.

Unit 3: School Tools and Places

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: School Tools and Places

Length of Unit: Varies

Overview of Unit: In this unit, students will say the name of school tools and describe how they are used. Students will also identify the most important rooms and locations in the school building and find them on a map.

Priority Standard for unit:

- ELA 9-10.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Essential Learning Outcome:

- Students identify and describe the use of basic school tools.

Engaging Experiences:

- Access and effectively use technology tools (e.g., calculator functions, Schoology, Infinite Campus, etc.)
- Use in context vocabulary related to school tools and places (e.g., calculator, ruler, pencil, pen, paper, book, notebook, ID badge, classroom, nurse's office, student support center, media center, gym, cafeteria, etc.)
- Demonstrate effective use of math function (e.g., add, subtract, multiply, divide)
- Use in context describing and directional terms (e.g., this/that/these/those, here/there)

Engaging Scenario:

- Who's who in the building: welcome video of the building.

Unit 4: Numbers, Time, and Calendar

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: Numbers, Time, and Calendar

Length of Unit: Varies

Overview of Unit: In this unit, students will count to 20, tell time on analog and digital clocks, identify days of the week, months of the year, seasons, and weather, and read/utilize a calendar.

Priority Standard for unit:

- ELA 9-10.RL.2.B Analyze how points of view are reflected in the characters, setting, and plot.

Essential Learning Outcome:

- Students demonstrate accurate use of a calendar.

Engaging Experiences:

- Access and effectively use technology tools related to calendaring and communication (e.g., Microsoft Outlook calendar and email)
- Use in context vocabulary related to numbers, time, and calendar (e.g., numbers, clock, time, morning, afternoon, evening, night, today, tomorrow, yesterday, calendar features, seasons, and weather words)
- Demonstrate accurate use of grammar related to time (e.g., past/present/future tenses and was/is/will be, etc.)

Engaging Scenario:

- Create an invitation to parent-teacher conferences (or other event)
- Mini report on favorite holiday

Unit 5: Actions and Feelings

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: Actions and Feelings

Length of Unit: Varies

Overview of Unit: In this unit, students will expand their ability to express a variety of action words and describe their basic emotions.

Priority Standards for unit:

- ELA 9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
- ELA 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

Essential Learning Outcome:

- Students clearly express their own feelings.

Engaging Experiences:

- Access and effectively use technology tools related to actions and feelings (e.g., emojis, computer/phone cameras, etc.)
- Use in context related vocabulary (e.g., actions verbs [ex: open, close, read, write, use, kick, play, catch, run, dance, sing, etc.] and emotion words [ex: happy, sad, angry, excited, embarrassed, etc.])
 - Charades for action words
 - Disney/Pixar wordless videos - describe feelings of characters
- Demonstrate accurate use of related grammar (e.g., pronouns, I can/can't, I like/don't like, etc.)
 - Four corners - I like/don't like

Engaging Scenario:

- Create a personal narrative comic strip - zoom in on a specific moment and incorporate actions/emotions

Unit 6: Food and Money

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: Food and Money

Length of Unit: Varies

Overview of Unit: In this unit, students will identify a variety of foods and money, practice adding and subtracting money, and talk about buying and selling and the cost of goods/services. Students will identify essential businesses, such as grocery stores and gas stations.

Priority Standard for unit:

- ELA 9-10.SL.1.B Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Essential Learning Outcome:

- Students accurately identify American money by name and value.

Engaging Experiences:

- Access and effectively use related technology tools (e.g., calculator functions)
- Use in context related vocabulary (e.g., food words [ex: bread, eggs, milk, fruit, vegetable, etc.]; eat/drink; and money words [ex: coin, bill, quarter, dime, nickel, penny, dollar]; and those associated with commerce [e.g., buy, sell, goods, services, business, grocery store, gas station, etc.])
- Demonstrate accurate use of related grammar (e.g., plural words, some/a, how much/how many, polite words [ex. please/thank you/you're welcome])

Engaging Scenario:

- Perspective regarding food - taste test several brands of "Oreos", for example, and rate them based on crispness, sweetness, overall flavor, price/value, etc.
- Perspective on building a budget based on \$1 million

Unit 7: Clothing and Parts of the Body

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: Clothing and Parts of the Body

Length of Unit: Varies

Overview of Unit: In this unit, students will identify the basic parts of the body; will identify and describe corresponding clothing; and will be able to give and receive appropriate compliments. Students will also express basic health feelings.

Priority Standard for unit

- ELA 9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Essential Learning Outcome:

- Students accurately match parts of the body to their corresponding clothing.

Engaging Experiences:

- Access and effectively use related technology (e.g., Google Doc/Word Document, camera, etc.)
- Use in context related vocabulary (e.g., parts of the body; clothing words [ex. shirt, socks, shoes, etc.]); colors and patterns (ex. blue, stripes, plaid, etc.); clothing size (small, medium, large, etc.); and basic health vocabulary (hurt, sick, tired, burned, etc.)
- Demonstrate accurate use of related grammar (e.g., asking questions and making statements about what people are wearing, giving/receiving appropriate compliments, etc.)

Engaging Scenario:

- Read a fairy tale and analyze the clothing/appearance of the characters
- Roll the dice to make traits for “draw your own monster”

Unit 8: Safety and the Community

Subject: English Language Development (ELD) Academic Language I

Grade: 9-12

Name of Unit: Safety and the Community

Length of Unit: Varies

Overview of Unit: In this unit, students will locate their school, home, and resources within their community; will be able to describe relative location using the cardinal directions; and will be able to identify community resources that will help them to stay safe.

Priority Standard for unit:

- ELA 9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Essential Learning Outcome:

- Students accurately match community resources to a variety of situations.

Engaging Experiences:

- Access and effectively use related technology (e.g., Google Maps, phone [9-1-1], etc.)
- Use in context related vocabulary (e.g., cardinal directions, right/left; community resources [police, mail carrier: Fire Department, parks, swimming pool, ambulance, tornado, earthquake], etc.)
- Demonstrate accurate use of related grammar (e.g., question word such as who, what, where, when, why, how)

Engaging Scenario:

- Create a safety brochure.

Recommended Unit Vocabulary - English Language Arts

Academic Cross-Curricular Words		Content/Domain Specific	
Match Identify Restate Name Describe Answer (yes/no) Provide (examples) Pattern (text) Main idea List Diagram Chart Sequence Narrative text Informational text (opinions) Evidence	Respond Pose (a question) Order Compare Recognize Differentiate Produce Label Distinguish Relate Facts Opinions Discuss Connect Select Express Ask Represent Clarify	Characterization Mood Subject Theme Thesis Tone Figurative Language Plot Point of View Analysis Setting Structure Syntax Biography Claim	Narrative Flashback Connotation Inference Author's Intent Character Analysis Context Audience Source Citation Evidence Format Acts Tragedy

Recommended Unit Vocabulary - Mathematics			
Academic Cross-Curricular Words		Content/Domain Specific	
Match Identify Restate Name Describe Answer (yes/no) Provide (examples) Diagram Chart Sequence Order	Compare Recognize Differentiate Produce Label Distinguish Discuss Connect Select Express Ask Represent Clarify	Expressions Equation Function Linear Graphing Exponents Radicals Rational Probability Factoring Equality/Inequality Polynomial Quadratic Transversal Segments Transformations	Constructions Trigonometric Similarity Ratios Two-Dimensional Three-Dimensional Congruence Angles Theorem Symmetry Coplanar Supplementary Complementary

Recommended Unit Vocabulary - Science			
Academic Cross-Curricular Words		Content/Domain Specific	
Identify Classify Pose (a question) Respond Sequence Describe Present Paraphrase Summarize Discuss Recognize Procedure Related/Relationship Reflect Suggest	Clarify Relevant Text Informational Cause/effect Interpret Diagram Model Illustration Flow chart Compare Headings Defend Contrast Justify Evaluate Persuade	Cells And Cell Parts Organisms Scientific Method DNA Genetics Atoms Conversion Periodic Table Chemical reactions Balancing Equations Matter Forces	Evidence Toxicology Crime Scene Blood & Bodily Fluids Lab Punnett Square Homozygous Heterozygous Dominant Recessive Phenotype Genotype Allele

Recommended Unit Vocabulary - Social Studies			
Academic Cross-Curricular Words		Content/Domain Specific	
Identify Classify Pose (a question) Respond Sequence Describe Present Paraphrase Summarize Discuss Recognize Related/Relationship Reflect Narrative Text Informational Central Idea Main Point Cause/Effect Interpret Diagram	Model Illustration Flow chart Compare Headings Defend Contrast Perspective/ Point of View Purpose Audience Justify Evaluate Persuade Suggest Clarify Tact Relevant Bias	Neolithic Revolution Bureaucracy Monotheism Polytheism Reincarnation Diaspora City-state Philosopher Democracy Republic Hellenistic Empire Feudal System Humanism Mercantilism Absolutism Divine Right Constitutional Monarchy Radical Counterrevolution Nationalism Industrial Revolution Communism Socialism Suffrage Unification	Militarism Nationalism Social Darwinism Propaganda Great Depression Reconstruction Nativism Populism Imperialism Progressive Nativism Communist Reparations Renaissance Totalitarian Nazism Holocaust Civil Rights Impeachment Constitution Bill of Rights Checks and Balances Judicial Executive Legislative Economics Federal