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|--------------------------|--|---------------------|-------------|
| <b>School Year</b>       | 2017-2018  | <b>Teacher Name</b> | Ben Roberts |
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|                           |   |  |                                    |
|---------------------------|---|--|------------------------------------|
| <b>Course Name</b>        | Advanced ELD  |  |                                    |
| <b>Course Description</b> | <p>At the end of the Advanced level, an ELD student will be able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses. They will understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with some dependence on visuals, verbal cues, and gestures understanding main points, important details, and implicit information during social and instructional interactions. Although some support may be needed, they will be able to express themselves in self-generated, connected written text using complex sentences and essay structures. When reading, they will have an ability to decode and understand grade appropriate English text. With some exceptions, they will recognize sight vocabulary and high frequency words to a degree nearly comparable to that of grade level peers.</p> <p>English Language Development (ELD) courses are designed for the rapid mastery of the English language, focusing on reading writing, speaking, and listening skills. ELD courses usually begin with extensive listening and speaking practice, building on oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of formal and informal styles and then to advance to “regular” English courses. ELD classes may also include an orientation to the customs and culture of the diverse population in the United States.</p> |  |                                    |
| <b>Unit of Study</b>      | <b>Grade Level Expectations/Content Standards</b>   | <b>Approximate Time Spent or Percent of time Spent</b> | <b>Targeted Date of Assessment</b> |



**Thornton High School**

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|--|---|-------------|------------------|
| Unit 1: The Language of Explaining                 | <p>A study of the language of explaining to make actions, events, ideas, or processes clear using facts and details.</p> <p><i>The language of compare and contrast is used within the language of explaining to distinguish between two or more objects, actions, events, and/or ideas.</i></p>  | 20 -22 Days | End Of September |
| Unit 2: The Language of Describing                 | <p>A study of the language of describing to express attributes and properties of people, objects, actions, events, ideas, or locations.</p> <p><i>The function of compare and contrast within the language of describing is used to describe the similarities and differences between two or more objects, actions, events, processes/routines, ideas, and locations.</i></p> | 20-22 days  | End of October   |
| Unit 3: The Language of Summarizing                | <p>A study of the language of summarizing to determine important facts or ideas and relevant details about one or more objects, actions, events, ideas, or processes to express concise understanding.</p>  | 20-22 days  | Early December   |
| Unit 4: The Language of Interpreting and Analyzing | <p>A study of the language of interpreting the intended or alternate meaning of information and analyzing to indicate parts of a whole and to identify relationships and patterns between/among actions, events, ideas, or processes orally and in writing.</p>   | 28-30 days  | Early February   |
| Unit 5: The Language of Justifying                 | <p>A study of the language of justification in order to craft an argument by stating a claim, providing reasons and evidence to support the argument, and acknowledging a counterclaim to convince the intended audience.</p>   | 28-30 days  | End Of March     |
| Unit 6: The Language of Cause and Effect           | <p>A study of the language of cause and effect to describe why and how relationships and patterns exist between events, ideas, or processes.</p>  | 28-30 days  | Early to mid-May |



| Grading Scale |             | Grade Percentages/Weights   |            |
|---------------|-------------|---|------------|
| <b>A</b>      | 90-100      | <b>Summative Assessments &amp; Projects</b>   | <b>80%</b> |
| <b>B</b>      | 80-89       | <b>Formative Assessments &amp; Projects</b>   | <b>20%</b> |
| <b>C</b>      | 70-79       |   |            |
| <b>D</b>      | 60-69       | *Weekly progress grades are posted at:<br><a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a> |            |
| <b>F</b>      | 59 or below |   |            |

### General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on district/state/International Baccalaureate rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations

### Class Expectations

- Our goal is to communicate primarily in English.
- Class is a safe space for everyone.
- We are a community of learners. We are all in this together.
- Partner and teamwork happens daily.
- Everyone is responsible for keeping the classroom clean and taking care of classroom materials.
- All electronics are off and out of sight unless otherwise directed.

### Student Expectations

Students are expected to take responsibility, honor each other, and strive for success each and every day by practicing the 6 Ps: prompt, prepared, polite, positive mental attitude (PMA), participate, and produce.