



**Thornton High School**

9351 North Washington & Thornton, CO 80229  
 Office: (720) 972-4800 & Fax: (720) 972-4999  
<http://www.thorntonh.adams12.org>



<b>School Year</b>	2017-2018	<b>Teacher Name</b>	<b>Jeremy Miller</b>
<b>Office/ Classroom</b>	414 111-1	<b>Periods 2,3,6</b>	Transitional English
<b>Phone</b>	970-412-7413	<b>Periods 4,7</b>	Advanced English
<b>Email Address</b>	Mil021644@adams12.org		

<b>Course Name</b>	Advanced/Transitional English Language Development
<b>Course Description</b>	<p>At the end of the Advanced/Transitional levels, an ELD student will be able to demonstrate high levels of progress towards proficiency in listening, speaking, reading and writing:</p> <ul style="list-style-type: none"> <li>• using specific and technical language of the content areas.</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs.</li> <li>• use oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.</li> </ul> <p>English language learners can process or produce the language needed to:</p> <ul style="list-style-type: none"> <li>• Listen             <ul style="list-style-type: none"> <li>• Evaluate information in social and academic conversations</li> <li>• Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>• Use learning strategies described orally</li> <li>• Categorize content-based examples described orally</li> </ul> </li> <li>• Speak             <ul style="list-style-type: none"> <li>• Suggest ways to resolve issues or pose solutions</li> <li>• Compare/contrast features, traits, characteristics using general and some specific language</li> <li>• Sequence processes, cycles, procedures, or events</li> <li>• Conduct interviews or gather information through oral Interaction</li> <li>• Estimate, make predictions or pose hypotheses from models</li> </ul> </li> <li>• Read             <ul style="list-style-type: none"> <li>• Apply multiple meanings of words/phrases to social and academic contexts</li> <li>• Identify topic sentences or main ideas and details in paragraphs</li> <li>• Answer questions about explicit information in texts</li> <li>• Differentiate between fact and opinion in text</li> <li>• Order paragraphs or sequence information within paragraphs</li> </ul> </li> <li>• Write</li> </ul>



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- Complete reports from templates
- Compose short narrative and expository pieces
- Outline ideas and details using graphic organizers
- Compare and reflect on performance against criteria (e.g., rubrics)

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 intermediate understanding of English words and verb tenses to a more comprehensive grasp of formal and informal styles. ELD classes may also include an orientation to the customs and culture of the diverse population in the United States.

Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
Unit 1: The Language of Explaining	A study of the language of explaining to make actions, events, ideas, or processes clear using facts and details.  <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>	20 -22 Days	End of September
Unit 2: The Language of Describing	A study of the language of describing to express attributes and properties of people, objects, actions, events, ideas, or locations.  <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>	20-22 days	End of October
Unit 3: The Language of Summarizing	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.	20-22 days	Early December
Unit 4: The Language of Interpreting and Analyzing	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.	28-30 days	Early February
Unit 5: The Language of Justifying	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.	28-30 days	End of March
Unit 6: The Language of Cause and Effect	A study of the language of cause and effect to describe why and how relationships and patterns exist between events, ideas, or processes.	28-30 days	Early to mid-May



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Grading Scale		Grade Percentages/Weights	
A	90-100	Summative Assessments & Projects	80%
B	80-89	Formative Assessments & Projects	20%
C	70-79		
D	60-69	*Weekly progress grades are posted at <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a>	
F	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.
  - 30% Speaking/Listening, 30 % Reading, 30% Writing
- **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 teacher/district/state 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 develop biliteracy as much as it is to develop your English proficiency.
- 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, together, is responsible for keeping the classroom clean and taking care of classroom materials.
- Please, check with the teacher when you need to use the restroom.
- Cell phones are off and out of sight unless otherwise directed.

**Student Expectation**

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.

- Arrive on time with needed supplies (class folder, paper, pencil).
- Put forth best effort.
- Attend class regularly.