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TTUSD COURSE DESCRIPTION FORM

Department:	ELD			Course Title:	Newcomer English Course		
Course ID:	N9103	Grade Level:	9-12	Course Length:	1 year		
Credits/Semester:	10	Required for Graduation:		No	College Prep:	No	
Prerequisites:	N/A		Subject Area 1:	ELD		Subject Area 2:	English
Meets CSU "a-g" Requirement:	No		Meets UC "a-g" Requirement:	No		Course Level:	Inro
Meets CTE Requirement:	No					CALPADS #	9103
Resources and Materials (textbook):		E3D Scope and Sequence from Houghton Mifflin Harcourt					

Course Description:

This course is designed for high school English Language Learners (ELLs) who are new to the English language and the U.S. school system. Aligned with the California English Language Development (ELD) Standards and the California Common Core State Standards for English Language Arts/Literacy (CCSS for ELA/Literacy), this course provides students with the foundational skills necessary for success in academic and social settings.

Students will develop listening, speaking, reading, and writing skills through meaningful interactions, collaborative discussions, and structured language practice. The curriculum emphasizes: Interacting in Meaningful Ways (ELD Standards: Part I): Engaging in conversations, discussions, and presentations to express ideas and opinions while developing skills in comprehension, collaboration, and communication.

Learning About How English Works (ELD Standards: Part II): Understanding sentence structure, vocabulary, and language conventions to build proficiency in academic and social language.

Developing Academic Language (CCSS for ELA/Literacy): Gaining the skills necessary for success in content areas such as math, science, and social studies, including reading informational texts, citing evidence, and writing for various purposes.

Building Cultural Awareness: Exploring U.S. culture while valuing students' diverse backgrounds and experiences, fostering global competency and inclusion.

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Goals: (Expected performance outcomes for students)

This course uses Houghton Mifflin Harcourt's E3D Scope and Sequence, a structured and research-based method for developing language skills. Throughout the course, you'll engage with thematic units, receive explicit vocabulary instruction, and participate in interactive activities. These elements are designed to help you gain the language proficiency you need for both academic success and effective real-world communication.

Semester 1 Units: In the first semester, you'll explore topics like "Getting to Know You," "You Can Call Me . . .," "My Strengths," "Save the Date," "Weather Report," "Common Ground," "What to Wear," "Everyday Habits," "A Day in My Life," "Catching Up," "How I Feel," and "Sharing Memories." You'll also work on "Setting the Scene" and complete a project.

Semester 2 Units: The second semester shifts to themes such as "On the Map," "Going Global," "Great Outdoors," "Climates," "Geography and People," "Mapping a Country," "Where Am I?," "How Far Is It?," "Growing Population," "Going the Distance," "Moving and Migrating," "History of Maps," and "Using a Map App." The course concludes with a final project.

Evaluation:

By the end of the course, students will have developed greater confidence and competence in using English for both academic and everyday communication, preparing them for success in future coursework and beyond. In this course, we'll use a scaffolded and differentiated approach. This means we'll tailor our teaching to meet the needs of every student, regardless of their current English proficiency level—be it Emerging, Expanding, or Bridging, as defined by the California English Language Development (ELD) Standards. Progress will be assessed through a variety of methods, including classroom participation, written assignments, oral presentations, and performance-based tasks. These assessments are all designed to align with the Common Core State Standards (CCSS) for English Language Arts/Literacy Anchor Standards. Students will develop reading comprehension strategies and critical thinking skills as you engage with informational and literary texts (CCSS.ELA-LITERACY.RI & RL.9-10). Second, students will construct various types of writing, including narratives, informational pieces, and arguments, ensuring they have appropriate structure and support (CCSS.ELA-LITERACY.W.9-10). Students will enhance speaking and listening skills by participating in meaningful discussions, giving presentations, and collaborating on group projects (CCSS.ELA-LITERACY.SL.9-10). Finally, grammar rules, expand academic vocabulary, and generally improve your overall English proficiency through language conventions and vocabulary acquisition (CCSS.ELA-LITERACY.L.9-10).

Performance Standards

Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A
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