

HIGH SCHOOL CURRICULUM PROPOSAL

Newcomer English

Emily Wykes

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: Fall 2013

Person(s) who will write the Curriculum: Emily Wykes

Respond to the following:

Duration: 2 Semesters

Open to: 9-12

Prerequisites: Student has been in the country for less than 1 year

Pass/Fail Option: N/A

Credit: 1 English credit

If the course meets a graduation requirement, which one does meet?

English

Where does this course fit into department sequence?

This course would be a beginning English course to replace a grade level English course.

What is the potential impact of this course on the other department offerings?

Students will learn English skills that will build foundational English skills to increase their understanding and participation in English speaking classes.

Course Description

Newcomer English is a short term program that provides foundational English instruction and acculturation to US schools. Placement is determined through a screening process.

This program is intended for recent immigrants who speak little or no English.

Newcomer English seeks to develop English language competence and academic skills to prepare students to succeed in US schools. There will be a focus on beginning English language skills during the first semester through the use of situational instruction. During the second semester, Newcomer English will add an academic English language and math literacy focus with the goal of enabling students to transition to a modified mainstream English class the following year. **Students in this course may earn credit toward the graduation requirements for English.**

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Special Notes (i.e., extended periods, team teaching, etc.)

Whenever possible this class will be taught by a bilingual staff member that speaks the students' native language.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course?

The students need this course to gain English skills that will be used inside and outside of the school setting.

B) What departmental needs/goals would this course meet?

This course would meet departmental goals by building English proficiency in students.

C) What institutional needs/goals would this course meet?

This course will provide the students with skills needed to complete their coursework across all disciplines.

2. Course Objectives: What will each student learn and know?

The students will learn out to read, write, speak and listen with understanding in English in the following ways:

1. Understand and use English tenses
 - 1.1 Present tense forms of be, have, assorted irregular verbs
 - 1.2 Present tense of regular verbs
 - 1.3 Present continuous tense
 - 1.4 Past tense of regular and some irregular verbs
 - 1.5 Future tense
 - 1.6 Past continuous tense
2. Understand and form English questions
 - 2.1 Form and respond to typical question cues (who, what, when, etc.)
 - 2.2 Use of the auxiliary verb "do" in questions
 - 2.3 Yes/no questions in assorted questions
3. Expand English vocabulary
 - 3.1 Social and instructional language
 - 3.2 Academic vocabulary for mathematics
 - 3.3 Academic vocabulary of science
 - 3.4. Academic vocabulary of English language arts
 - 3.5 Academic vocabulary of social studies
 - 3.6 Complex sentence structures (comparisons, conjunctions, clauses, etc.)
4. English phonics and graphemics
 - 4.1 Increase English phonemic awareness (vowel sounds, diagraphs, etc.)
 - 4.2 Study English letter-sound correspondence (as compared to native language)
 - 4.3 Investigate English writing structure (contractions, punctuation, etc.)

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5. Application of skills in authentic contexts

5.1 Read and write extended texts using acquired language skills

5.2 Role-play realistic scenarios to demonstrate language control

5.3 Apply learned language skills to complete academic tasks for core classes

3. What types of instructional strategies will be used in the class?

Small group or one-to-one instruction, target language taught through use of the native language comparison and discussion, role play, print and the use of technology when appropriate

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Tests, quizzes, class projects, class assignments and homework will be used to assess student learning. All quizzes and tests will include an oral and written test in such a way to assess the students reading, writing, listening and speaking English development. Homework, class work and quizzes will be used to assess student increasing competence with the material and direct reviews as needed, and the tests will be used to assess student mastery of the content without support.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

The school has the resources needed to teach this as a one-on-one class – required resources are a classroom with computer access and Keys to Learning textbooks. If additional students joined the class more Keys to Learning textbooks would be required. In order to accommodate a full teaching load at PGE and a 7th period class at the HS the bilingual teacher may be assigned to work an extended contract day.

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