ELD 1/2

**Syllabus**

**2016-17**

Instructor: Jaclyn Bovee, D-15

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*(email is the best way to get in contact with me)*

*This class will use a variety of social, political, and personal units of study in order to strengthen students’ reading, writing, listening and speaking skills through a variety of assessments. Technology literacy will be incorporated into lessons and assignments. Below are some (but not all) of the topics to be studied, skills to be developed, and activities to be used in this class.*

|  |  |  |
| --- | --- | --- |
| *Topics* | *Skills* | *Activities* |
| School  Community  Identity  Migration  Celebrations/Holidays  Current Events  College Readiness  Personal Finance | Social vocabulary  Academic vocabulary  Grammar  Verb conjugation  Writing transitions  Sentence fluency | Opening conversations  Vocabulary activities  Quizlet  Language-rich games  Multi-media projects  SSR (Silent Student Reading)  Study time/ content-area support |

Grading Policy:

You will be expected to demonstrate proficiency in the 7 major learning targets (see following page) throughout the course of the year. You must have a minimum of 2 proficient assessments in each category for each quarter. Proficient means different things for different ELPA levels, and you might not always have the same assignment as the person sitting next to you. You will have as many opportunities as necessary to demonstrate proficiency.

**LEARNING TARGETS:**

* I can analyze books, articles, poems, speeches, and presentations (Analysis)
* I can participate in academic discussions (Discussions)
* I can give oral presentation and write about different topics (Speaking and Writing)
* I can identify claims in articles, speeches, and presentations and make my own claims with supporting reasons and examples. (Argumentation)
* I can change my word choice for different audiences and tasks. (Audience and Task)
* I can determine the meaning of unfamiliar words using context clues (Words in context)
* I can a variety of sentence structures and language tenses to communicate. (Grammar)

Academic Expectations:

* On-time and on-task.
* Class text(s), paper, pen/pencil with you every day at the beginning of class.

Grading Scale:

The grading scale for this class is based on the proficiency model.

Everything is scored on a 4-pt. Scale**:** from dailyformativeclassroom assignments to major summative writing pieces.  All assignments must be completed in this course to receive credit.

**The grading scale is:         Synergy Equivalent**

|  |  |
| --- | --- |
| 4= Exceeds Standard | 4-3.5= A |
| 3= Meets Standard | 3.4-3= B |
| 2= Approaching Standard | 2.9-2.5= C |
| 1= Lack Evidence of Understanding Standard | \*Minimum Passing Grade is 2.5 |

**\*\*You must have passing scores in each of the learning target categories in order to pass each semester\*\***

**Attendance and Lateness**

You are expected to arrive to class on time and ready to participate **every day**.  In the event you are late, quietly enter the classroom, and read the posted agenda for the day’s class.

**Classroom Norms**

•Stay focused     •Respectfully help others stay focused     •Respect airtime     •Own it-fix it-and move on     •Do not use racist, sexist, homophobic, or derogatory remarks

**Electronic Devices**

We are interested in helping you develop as a digital citizen.  In a world filling with technologywe all need to develop the understanding of when the tools available to us are contributing to our success or when they are impeding our progress. In order to manage this, we will put our cell phones on the table in front of us. Cell phones can be used for translation purposes, but otherwise should be left alone.

**Bathroom and Hall Passes**

If you must use the bathroom or travel through the halls you need a pass.  It can not be during the first 10 minutes or last 10 minutes of class.  There is only one hall pass, so be considerate of your classmates.

**Late Work**

You are expected to complete work in a timely manner, in line with the exit criteria, and to turn that work in on or before the due date.  Submitting work when it is due is the best way to get timely feedback.  However, if you need more time or more support on a piece please communicate with me either in person or via email on or before the due date.

**Diversity Statement**

“Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.” *Portland Public Schools Board of Education Policy 1.80.020-P*

**Differentiation:**

The differentiation strategies used in this course are based on the evidence received through multiple forms or pre, ongoing, and formative assessments. Instructional methods embedded in this course include: flexible grouping, student centered curriculum, peer mentoring, scaffolded assignments, questioning techniques, individualized feedback, whole and small group instruction, direct instruction, visuals, retrieval charts, and examples. All individual’s efforts and growth are honored.

Approved 9/16/16 km