

# Zama High School



## ESL Bridging Communication LAA601 10-12 36 Weeks

**Course Description: Major Concepts/Content:** The English as a Second Language course Bridging Communication is designed for the advanced English language learner who is at a level four English language proficiency level. This course focuses on expanding the student's range of vocabulary, refining grammatical structures, sharpening writing skills, and developing critical reading and thinking skills. All areas of communication skills are strengthened through the integrated learning of language and academic content. The content includes, but is not limited to, the development of academic listening and speaking skills through dialogues, conversations, lectures, presentations, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, inferring, analyzing, synthesizing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including brainstorming, outlining, prewriting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, and verbal skills necessary for the world of work and/or for mastering content curriculum standards are presented and developed in context and in authentic situations.

**Major Instructional Activities:** Instructional activities will be provided in individual, small group, and whole class settings. Student activities will include, but will not be limited to, improving speaking and listening skills through listening to material for information, note-taking, following oral directions, participating in conversations and discussions, responding to information, oral reporting and presentations, pronunciation practice, and Reader's Theater. Activities to improve comprehension of written English, both fiction and nonfiction, will include, but will not be limited to, previewing reading selections, decoding vocabulary from context, restating or summarizing materials, using reference materials, and recognizing plot elements, tone, voice and genre. Writing activities include sentence, paragraph, and essay writing in a variety of forms, letter writing, research and report writing, note-taking, use of graphic organizers, and creative writing of dialogues, stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards will include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

**Major Evaluation Techniques:** Students will be evaluated on skill growth in the comprehending and creating of written and spoken English. Evaluation instruments include both summative and formative assessments such as: interdisciplinary activities, projects, diagnostic testing, content-based tests, and both teacher- and textbook-created assessments.

### Materials:

Composition Notebook

Notebook paper

Folder with brads

Black or blue pen.

### Grading Policy

#### DoDEA Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

## **Assessment**

Unit Assessment	40%
Weekly Quizzes	30%
Daily work/homework	30%

## **Homework**

For successful language study, students should study vocabulary and grammar daily. Homework will be assigned on a daily basis.

## **Late Work Policy**

No late homework will be accepted. Projects and assignments turned in late will receive a letter deduction for each day the project is late.

## **Make-up Work Policy**

Students who have an excused absence will be given two days for each day of absence. When a student is absent, it is the student's responsibility to find out what work was missed and to make necessary arrangements to complete all assignments. Consistent attendance and participation is crucial for academic success when studying a foreign language.

## **Tutoring/Extra Help**

Students are encouraged to sign-up and get passes for seminar. If you need more time I will be available every Monday, Wednesday and Thursday after school until 4:00. Just let me know.

## **Classroom Behavior**

Expectation: Do your best every time.

Class rules: Be respectful, be on time and be prepared

Positive Consequences: Verbal praise, good grades, and notes to the student.

Negative Consequences: 1) Verbal Reminder 2) Talk with the student 3) Lunch detention or after school detention 2:45-3:45 (24 hr notice will be given) 4) Call to parent 5) Teacher/parent conference 6) Referral to office.

**\*Consequences and steps will be in accordance with the severity of the behavior**

Thank you for taking the time to read through this introductory letter. Please sign and return this page indicating that you have read and understand the classroom procedures and course expectations.

Student's Signature: \_\_\_\_\_

Student's Printed Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Parent's Printed Name: \_\_\_\_\_

Home Tel. \_\_\_\_\_ Duty Tel. \_\_\_\_\_

Email address: \_\_\_\_\_