

**2011-2012
ESOL Courses**

For up-to-date Bright Futures and State University System course eligibility information, go to:
www.floridastudentfinancialaid.org/SSFAD/bf/acadrequire.htm

For up-to-date NCAA Clearinghouse course eligibility information, go to:
https://web1.ncaa.org/eligibilitycenter/student/index_student.html

The first seven digits of any course number listed below are determined by the Florida Department of Education. The 8th digit of any course number listed below is issued only by BCPS to meet the scheduling needs of our district.

Course Title: English I Through ESOL
Course Number: 10023000
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content

(Will meet graduation requirements for English)

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literacy forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

Special Note. *Students earning credit in English I Through ESOL may not earn credit in English Skills I, English I, or English Honors I. The course requirements are consistent with English I, Course Number 1001310. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.*

General Course Information:

	YES	NO	Other
Graduation Requirement	X		EN
Bright Futures (BF)			
Florida Academic Scholar (FAS)	X		
Florida Medallion Scholar (FMS)	X		
Florida Gold Seal Vocational (FGSV)	X		
State University System (SUS)	X		
National Collegiate Athletic Association (NCAA)		X	College/University must appeal directly to NCAA Clearinghouse
BCPS "Core" Course	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			2
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: English II Through ESOL

Course Number: 10023100

Credit: 1.00

Grade Level: 9-12

Major Concepts/Content

(Will meet graduation requirements for English)

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literacy forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

Special Note. Students earning credit in English II Through ESOL may not earn credit in English Skills II, English II, or English Honors II. The course requirements are consistent with English II, Course Number 1001340. The district shall provide appropriate instructional strategies to meet the needs of ESOL students enrolled in this course.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		EN
Bright Futures (BF)			
Florida Academic Scholar (FAS)	X		
Florida Medallion Scholar (FMS)	X		
Florida Gold Seal Vocational (FGSV)	X		
State University System (SUS)	X		
National Collegiate Athletic Association (NCAA)		X	College/University must appeal directly to NCAA Clearinghouse
BCPS "Core" Course			
Course Level 1=below grade level, 2= at grade level, 3= above grade level			2
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: English III Through ESOL
Course Number: 10023200
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content

(Will meet graduation requirements for English)

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

Special Note. Students earning credit in English III Through ESOL may not earn credit in English Skills III, English III, or English Honors III. The emphasis should be on the works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphasis.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		EN
Bright Futures (BF)			
Florida Academic Scholar (FAS)	X		
Florida Medallion Scholar (FMS)	X		
Florida Gold Seal Vocational (FGSV)	X		
State University System (SUS)	X		
National Collegiate Athletic Association (NCAA)		X	College/University must appeal directly to NCAA Clearinghouse
BCPS "Core" Course	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			2
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

All information contained in this Curriculum Guide is subject to change. For current information, please visit the respective websites for each program.

Course Title: English IV Through ESOL

Course Number: 10025200

Credit: 1.00

Grade Level: 9-12

Major Concepts/Content

(Will meet graduation requirements for English)

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

Special Note. Students earning credit in English IV Through ESOL may not earn credit in English Skills IV, English IV, or English Honors IV. The emphasis should be on the works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphasis.

General Course Information:

	YES	NO	Other
Graduation Requirement	X		EN
Bright Futures (BF)			
Florida Academic Scholar (FAS)	X		
Florida Medallion Scholar (FMS)	X		
Florida Gold Seal Vocational (FGSV)	X		
State University System (SUS)	X		
National Collegiate Athletic Association (NCAA)		X	College/University must appeal directly to NCAA Clearinghouse
BCPS "Core" Course	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			2
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

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Subject Area: Language Arts
Course Number: ~~400238R~~-1002381
Course title: Developmental Language Arts Through ESOL - Reading
Credit: Multiple

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basis Assumptions for Language Arts Education:

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a daily extended block of time. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less time. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.
- Due to the extensive intervention needs of students in the high school, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of intervention need highly qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.

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- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- The amount of FCAT specific practice ("test prep") should be limited, given most students' vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase.

The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, 6-8, 9-12 or a mixture of the four, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state-recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address:
<http://www.fldoe.org/>.

After successfully completing this course, the student will:

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1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.
2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.
3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.
 - LA.A.1.4.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.
 - LA.A.1.4.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
6. Construct meaning of text through inference, application, and analysis. LA.A.2.4.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.
7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.
 - LA.A.1.4.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.
 - LA.A.2.4.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.
 - LA.A.2.4.3 recognize logical, ethical, and emotional appeals in texts.
 - LA.A.2.4.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.
9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).
 - LA.A.1.4.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.
 - LA.A.2.4.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
10. Apply study and test-taking skills to enhance achievement.
 - LA.A.2.4.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
 - LA.A.2.4.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.
11. Respond to reading through thinking, talking, and writing.
 - LA.B.2.4.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

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- L.A.C.3.4.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.
 - L.A.D.2.4.1 select language that shapes reactions, perceptions, and beliefs.
12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.
- L.A.A.2.4.4 use a variety of reading materials to develop personal preferences in reading.
13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.
- L.A.E.1.4.3 understand various elements of authors’ craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

General Course Information:

	YES	NO	Other
Graduation Requirement		X	EL
Bright Futures (BF)			
Florida Academic Scholar (FAS)		X	
Florida Medallion Scholar (FMS)		X	
Florida Gold Seal Vocational (FGSV)	X		4 yr 24 credit option ONLY **
State University System (SUS)		X	
National Collegiate Athletic Association (NCAA)		X	
BCPS “Core” Course		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			2
Industry Credential Eligible		X	
Weighted Quality Points			
State Honors (1 quality point)		X	
BCPS Local Honors ONLY (1 quality point)		X	
Pre IB (1 quality point)		X	
Pre AICE (1 quality point)		X	
AP (Advanced Placement) (2 quality points) *		X	
IB (International Baccalaureate) (2 quality points)		X	
AICE (Advanced International Certificate of Education) (2 quality points)		X	
Technical Dual Enrollment (2 quality points)		X	

* Must take AP exam; otherwise only 1 quality point.

** For the 3-year, 18 credit option, requirements may differ. See your guidance counselor for more information.

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