



Course Title: English as a Second Language

Instructor: Mr. Mendoza

Instructor Availability: Tuesdays and Thursdays 3:00 - 4:30

Instructor Contact: Room 63

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(619) 263-2171

Course Description:

Middle School students who score at the Beginning or Early Intermediate level on the CEDLT are placed in ESL as their ELA course. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs using the ELD Standards. The structure and direction of the class varies year to year depending on the students' needs. The role of the ESL teacher is to monitor progress in their English Language Development as well as provide them access to ELD Standards and the Common Core State Standards for ELA.

Goal: To facilitate the English development and mastery for our ESL learners through direct instruction, collaboration with content teachers and communication with parents.

Achievement: ESL students are required to demonstrate progress in each of the four domains: Listening, Speaking, Reading, and Writing. Our plan for building to this achievement is contained in this syllabus.

Listening: Students will listen to English from native speakers; their teachers and other media sources (news broadcasts, lectures, social conversation). They will also gain great exposure to English by listening to their friends. The focus of these listening activities is on understanding the message in order to produce an appropriate and useful response.

Speaking: Students will practice speaking by conversing with one another, responding to questions, and offering comments on what they hear. Small group projects in class will give students opportunities to practice oral communication skill and showcase newly acquired skills.

Reading: Students will be reading a variety of modified non-fiction texts on Achieve 3000 (a resource designed to provide texts at levels that meet the individual needs of each student), they will also read short stories, poetry, and other resources. In both ESL and content classes, teachers will make efforts to support language learners through the use of peer buddies. As part of their reading development, students will be learning strategies to help them comprehend second language texts. Students will learn to use skills to help them interpret both fiction and non-fiction texts. Learning Upgrade will also be used as a support for individualized instruction.

Writing: Students will write daily. Students may receive mini-lessons on grammar to support their understanding of grammatical structures identification and function. This is done through a D.O.L. Daily Oral Language exercise. They will write on a variety of topics: personal



narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to create their own works of creative fiction.

Technology: Students will be using a variety of media resources in their classes to support and enhance their learning experience (iPads, computers, audio, and video files).

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Course Materials:

- Digital resources: Learning Upgrade, Google Classroom, Achieve3000, NewsELA, Flocabulary

Course Specific Student Expectations:

- Students are expected to come prepared to learn each day with backpacks, binders, and writing tools.
- Students will write their homework down daily in their planners. It is expected that parents/guardians check planners on a regular basis to support students.
- Students must read daily in and outside of the classroom (minimum 30 minutes).
- Students will be required to attend tutoring at lunch or after school if assignments are incomplete or missing. Late work will be accepted up to one week after the original date. All late work will be marked down.



- If a student is absent it is his/her responsibility to find out what material was covered in class and what homework was assigned.

Content Standards	Learning Objectives	Key Assignments/Exams
ELD Standards in conjunction with the ELA Common Core State Standards See Link = ELD/ELA Frameworks	<ul style="list-style-type: none">- Read, analyze, interpret and create a variety of literary and informational text types.- Develop an understanding of how language is complex, dynamic, and a social resource for making meaning- Understand how content is organized in different text types and across disciplines- Contribute actively to class discussions, ask questions, respond appropriately, and provide feedback to others	<ul style="list-style-type: none">- Learning Upgrade Units- Achieve 3000 - nonfiction reading activities (25 by Dec)- D.O.L. - Daily Oral Language Assignments- Literacy Journal- Content classes support- Exit/Synthesis Assignments- ELPAC review assignments- 1:1 Goal Setting Graphic Organizer - for Reading, Writing, Listening, and Speaking

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.



Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited



to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name:	"Sammy Gompers"
Teacher name:	Ms. Teacher
Course name, period:	English I, Period 3
Date	06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th



GOMPERS PREPARATORY ACADEMY *A UCSD Partnership*

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Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

