

ENGLISH LANGUAGE LEARNERS

COURSE OFFERINGS

	GRADE LEVELS	CREDITS EARNED	UC/CSU	PREREQUISITES/NOTES
ELD 1	9–12	10		Concurrent Enrollment ELD Writing 1
ELD WRITING 1	9–12	10		Concurrent Enrollment ELD 1
ELD 2	9–12	10		Concurrent Enrollment ELD Writing 2
ELD WRITING 2	9–12	10		Concurrent Enrollment ELD 2
ELD 3	9–12	10		Concurrent Enrollment ELD Writing 3
ELD WRITING 3	9–12	10		Concurrent Enrollment ELD 3
LITERATURE OF DIVERSITY	9–12	10	●	see description, “b” or “g” requirement
EXPOSITORY WRITING	9–12	10	●	see description, “b” or “g” requirement
SDAIE WORLD LITERATURE	9–12	10	●	
SDAIE AMERICAN LITERATURE	9–12	10	●	
SDAIE COMPOSITION	9–12	10	●	
SOCIAL STUDIES ORIENTATION	9–12	5		
SDAIE FRESHMAN SEMINAR HISTORY	9–12	10		
SDAIE US HISTORY 1	9–12	10	●	
SDAIE AMERICAN GOVERNMENT	9–12	5	●	
SDAIE ECONOMICS	9–12	5	●	
CAHSEE	9–12	10		

English Language Learners (ELL)

The English Language Learners (ELL) Department offers courses to students whose first language is not English and whose English skills are significantly below grade level. Students in the ELL program are placed in the program according to their CELDT (California English Language Development Test) Scores. Teachers who are trained to work with students from non-English speaking backgrounds teach the courses. The unique needs of these English Language learners (ELLs) are met by the use of instructional methods and materials designed to establish and increase English competence in listening, speaking, reading and writing. It is the practice of the ELL department to illustrate to every student and family that the primary language and culture of each student is highly respected and valued.

English Language Development Courses

Each English course offered is one-year long. English Language Development (ELD) courses are coordinated with ELD writing courses. The ELD writing course for each level corresponds to the ELD level and the courses are paired together during the day. Every ELD/ELD writing combination emphasizes oral language, grammar/sentence formation and writing/reading skills. Vocabulary is strengthened and oral language development is expanded through the study of short stories, utilizing literature analysis and writing as a follow-up to the stories. ELD/ELD writing courses fulfill the BHS English graduation requirement. In addition, Expository Writing /Literature of Diversity will satisfy one of the four years of college preparatory (P) English required by the UC/CSU systems for college admission eligibility.

For more information call 510-644-6135.

ELD 1 (BEGINNING ELD)

YEAR • 10 CREDITS

This is a beginning course for newcomer students who have not previously studied English or who have very Basic English skills. Students in this course are primarily CELDT LEVEL I students. The course includes vocabulary and language structures

with an emphasis on communicative competence. This course receives BHS English credit. Enrollment is concurrent in ELD Writing 1.

ELD WRITING 1 (BEGINNING ELD WRITING)

YEAR • 10 CREDITS

This course focuses on integrating reading skills, vocabulary building from study of short stories, and oral language development related to the story content and writing as a follow-up to the story. Students in this course are primarily CELDT LEVEL I students. Students are introduced to the writing process through writers' workshop. This course receives BHS English credit. Enrollment is concurrent in ELD 1.

ELD 2 (EARLY INTERMEDIATE ELD)

YEAR • 10 CREDITS

This course extends the basic skills of ELD 1 in listening comprehension, speaking/oral communication, reading and writing. Students in this course are primarily CELDT LEVEL II students. This is a low intermediate course for Limited English Proficient (LEP) students who have completed ELD 1 coursework, have studied English approximately one year before entering U.S. schools, and/or who test at this level of proficiency. This course receives BHS English credit. Enrollment is concurrent in ELD Writing 2 .

ELD WRITING 2 (EARLY INTERMEDIATE ELD WRITING)

YEAR • 10 CREDITS

Taken with ELD 2 , this course focuses on consolidating many of the beginning skills through extended practice and instruction as students gain the new skills that are presented at this level. Students in this course are primarily CELDT LEVEL II students. Instruction emphasizes interpersonal communication and academic skills. This course receives BHS English credit. There is concurrent enrollment in ELD 2.

ELD 3 (INTERMEDIATE ELD)

YEAR • 10 CREDITS

This course continues to extend the basic skills of ESL 2 in listening comprehension, speaking/oral communication, reading and writing. Students in this course are primarily CELDT LEVEL III students. This is a intermediate course for LEP students who have successfully completed ELD 2 coursework, have studied English approximately two years before entering U.S. schools, and/or who test at this level. This course receives BHS English credit. There is concurrent enrollment in ELD Writing 3 .

ELD WRITING 3 (INTERMEDIATE ELD WRITING)

YEAR • 10 CREDITS

Taken with ELD 3, this course consolidates intermediate skills through extended practice and instruction. Students in this course are primarily CELDT LEVEL III students. Emphasis is on the English needed for interpersonal communication and serves as a bridge from practical, concrete English to the more abstract English needed for academic success in higher level classes, both SDAIE and mainstream. This course receives BHS English credit. There is concurrent enrollment in ELD 3.

CAHSEE PREPARATION COURSE

YEAR • 10 CREDITS

This course is for English Language Learners to learn test taking skills and strategies to prepare them for the High School Exit Exam.

NOTE BELOW: Students can earn a maximum of 10 English (b) credits for taking both Literature and Diversity and Expository Writing. The other 10 credits count as elective (g) credits.

LITERATURE OF DIVERSITY (P) (HIGH INTERMEDIATE)

YEAR • 10 CREDITS

Focus in this course is on the enhancement of students’ listening, speaking, reading, and writing skills in English through the study of ethnically diverse literature. Class work includes reading and discussion of the literature, many kinds of expository and creative writing/poetry assignments, peer editing, small group work, oral presentations, and research and/or creative projects. Students in this course are primarily CELDT LEVEL III students who are testing at the high intermediate level. At Level 4 students use the literature as a model for learning a wide variety of good writing techniques, which they incorporate in their own writing. There is concurrent enrollment in Expository Writing. This course fulfills UC/CSU English (b) requirements or (g) requirements.

EXPOSITORY WRITING (P) (HIGH INTERMEDIATE)

YEAR • 10 CREDITS

Focus on expository writing of both opinion essays and analytical literature essays. Writing expands and refines the students’ competence in these essay forms, helping them to become effective writers of English. In the opinion essays, students discuss their own life experiences, examine their ideas about self and community, consider their problems, and explore solutions. Through the literature essays, students learn to effectively quote passages of literature in order to make logical arguments for their views about characters and themes. Students use a draft process of mapping, composing, editing and revising these essays. Students also complete assignments of creative writing/poetry. Class work includes weekly assignments in English grammar, vocabulary development, and journal writing. Students in this course are primarily CELDT LEVEL III students who are testing at the high intermediate level. Students work with writer’s room coaches. There is concurrent enrollment in Literature of Diversity (P). This course fulfills UC/CSU English (b) requirements or (g) requirements.

SDAIE English, History, Math & Science

The ELL Department also places some students in history, math and science courses that use Specially Designed Academic Instruction in English (SDAIE) instructional techniques whenever these courses are available and appropriate. In addition, ELL offers SDAIE World Literature/Composition courses as a bridge for those students who need it before entering mainstream classes. ELL tutors offer support in academic classes and primary language support is offered whenever possible. Many ELLs are also enrolled in Period 7 extended day classes and ELD summer school to continue to improve their English, to get support for college prep classes and access to UC/CSU requirements. **NEW STUDENTS ARE TESTED AND EVALUATED ACCORDING TO STATE LAW** and then are scheduled into appropriate courses by recommendation of the ELL department and the BHS counselors. According to the BUSD Board of Education-approved EL Master Plan, ELLs who are “less than reasonably fluent” (Beginning to Intermediate on the CELDT) must be in a SDAIE Program. This includes an individualized combination of ELD and SDAIE classes. Separate classes are recognized as the most effective way to meet the language and academic needs of these less than reasonably fluent ELLs. SDAIE clusters in mainstream classes are recognized as the least effective way of organizing SDAIE unless the teacher receives adequate training in differentiated instruction and should be limited to math courses.

SDAIE English

The following English courses are grade level courses offered to ELD students who score Early Advanced. Students in these courses are primarily CELDT LEVEL IV students who are testing at the early advanced level. Each English class is paired with a composition course.

WORLD LITERATURE (P)	YEAR • 10 CREDITS
AMERICAN LITERATURE (P)	YEAR • 10 CREDITS
COMPOSITION (P)	YEAR • 10 CREDITS

SDAIE History

SOCIAL STUDIES ORIENTATION	SEMESTER • 5 CREDITS
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This course is an introduction to the study of social studies for English Language Learners in ELD 1 or ELD 2. If taken in the fall, it is followed in the spring semester with World History & Cultures 1 for grades 10-12. This course receives BHS elective credit.

SDAIE FRESHMAN SEMINAR HISTORY	YEAR • 10 CREDITS
SDAIE US HISTORY (P)	YEAR • 10 CREDITS
SDAIE ECONOMICS (P)	SEMESTER • 5 CREDITS
SDAIE AMERICAN GOVERNMENT (P)	SEMESTER • 5 CREDITS

SDAIE Math

NOTE: When there are not enough students to form a separate section, some English Language Learners will be in a SDAIE cluster in a mainstream classroom.

ALGEBRA 1 (P)	YEAR • 10 CREDITS
ALGEBRA BACKUP	YEAR • 10 CREDITS
GEOMETRY (P)	YEAR • 10 CREDITS
ALGEBRA II (P)	YEAR • 10 CREDITS

SDAIE Science

Classes may be offered in alternating years. For example, Advanced Biology would be offered one year and Chemistry the next.

INTEGRATED SCIENCE (P)	YEAR • 10 CREDITS
ADVANCED BIOLOGY (P)	YEAR • 10 CREDITS
CHEMISTRY (P)	YEAR • 10 CREDITS