



ORANGE COUNTY DEPARTMENT OF EDUCATION  
*Alternative Education Division*  
**Course Contract**

STUDENT \_\_\_\_\_ STUDENT NO. \_\_\_\_\_

COURSE: English Language Development – Early Advanced	COURSE No.: 2438
---	------------------

**DESCRIPTION:** This course is designed for students who perform at the Early Advanced level on the CELDT and may display behaviors that include:

**Listening and Speaking:** understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.

**Reading:** recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; draw simple conclusions about a character in a narrative; use details to make predictions; identify stated and implied themes in literary passages.

**Writing:** use correct grammar, such as present tense verbs and subject and verb agreement; distinguish among various noun endings; write sentences that are appropriate to the topic. The sentences contain few errors; can write a paragraph that contains details and clear sequence of events.

**STANDARDS/OBJECTIVES:** Upon completion of this course the student will be able to:

- **Listening and Speaking:** understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.
- **Reading:** identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary events; identify cause and effect; identify traits of characters, intended purpose, and other features of a variety of texts.
- **Writing:** recognize adjectives and proper nouns; respond to a picture prompt by writing a complete sentence with no grammatical or syntactical errors; respond to a narrative prompt by writing a paragraph with an organized sequence of events or ideas, details and precise vocabulary. The paragraph may contain minimal errors and one or more non-English words.

**Assignments:** Each assignment will be specified on the Assignment Record form and will contain the following elements:

- Complete course title and number
- Specific resources, book, personnel and materials
- Assigned chapters, units, or pages, if applicable
- Intended student activities: write, read, oral presentation, answer questions, complete exercises, complete tests, Internet research, projects, group activities
- Evaluation of assigned work

Suggested Core Materials	Suggested Supplemental Resources	Suggested Differentiated Support
ACCESS Systematic Academic Vocabulary Instruction (SAVI)	English Yes! Levels Advanced and Transitional	GLAD
ACCESS Monthly ELD (MELD)	English I Missed	Math Graffiti
Grammar Sense Level 3	Academic Workout Gr. 9-10	Skatekids
	Co-Build Dictionary	Bilingual Dictionary/Glossaries

**EVALUATION:**

- Assignment completed  
 Demonstration of skills       Written test  
 Oral Presentation               Performance above 60% accuracy

Other \_\_\_\_\_

\_\_\_\_\_

Credit Attempted    Credit Earned    Grade

\_\_\_\_\_

Start Date    Date Completed    Teacher's Initials

Student Signature                      Other Signature                      Teacher Signature                      Date Assigned

