

ESOL Courses

Language Acquisition

State Board of Education Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses includes eleven ESOL courses with a focus on language acquisition and academic language development. These elective credit courses may be taught by a teacher with the ESOL (P-12) certificate or by a teacher who holds certification in any approved field and the ESOL Endorsement. The courses and their course descriptions are listed below:

55.02100 Communication Skills I This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is CPL 1-2.

55.02200 Communication Skills II This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is CPL 1-2.

55.02300 Reading and Listening in the Content Areas This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is CPL 1-3.

55.02400 Oral Communications in the Content Areas This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is CPL 1-3.

55.02500 Writing in the Content Areas This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-4.

55.02110 Communication Skills in Math This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

55.02120 Communication Skills in Science This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

55.02130 Communication Skills in Social Studies This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

55.02600 Reading and Writing in Science This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. The suggested proficiency level is CPL 2-3.

55.02610 Reading and Writing in the Social Studies This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. The suggested proficiency level is CPL 2-3.

55.02700 Academic Language of Science and Math This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

ESOL English Language Arts

A special report, “Predicting English Language Learner Success in High School English Literature Courses” produced by the Georgia Department of Education Assessment and Accountability Division shows that English Language Learners (ELLs) are likely to experience success on the End-of-Course-Tests (EOCT) for Ninth Grade Literature and Composition and American Literature and Composition if they have an ACCESS for ELLS Composite Proficiency Level (CPL) of 4.3 – 4.8 combined with a strong Reading proficiency score. Some ELLs may be successful in these courses before reaching the CPL of 4.3 – 4.8, but they may have difficulty passing the EOCT for these ELA courses.

Any of the core ELA courses may be taught in a sheltered class model. The class must be composed solely of ELLs and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification. Class size should be limited to the maximum class size for ELL classes, which is 18 students for high school (see part 17.5 of the Graduation Rule Requirements document for further information).

A Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, is suggested for each of the following ELA courses:

- 23.05100 American Literature and Composition (required course)
- 23.05200 English Literature and Composition
- 23.06100 Ninth Grade Literature and Composition (required course)
- 23.06200 Tenth Grade Literature and Composition
- 23.06300 World Literature and Composition
- 23.06700 Multicultural Literature and Composition

The following two courses listed below also have a suggested Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, but will only meet core credit requirements for students who entered ninth grade for the first time prior to the 2008-09 school year. These two courses are available only for elective credit for students entering ninth grade for the first time in 2008-09.

- 23.06400 Literary Types
- 23.06600 Contemporary Literature

ESOL I-IV Courses

The ESOL I-IV courses are listed as part of the English Language Arts (ELA) curriculum offerings for grades 9-12 in State Education Rules 160-4-2-.03, List of State funded K-8 Subjects and 9-12 Courses, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.03.pdf> and 160-4-2-.20, List of State funded K-8 Subjects and 9-12 Courses, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.20.pdf>. The latter rule indicates the approved course listings for students who enter ninth grade for the first time in 2008.

These courses are coded with the 23 ELA course prefix and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification. These courses will incorporate both the WIDA English Language Proficiency Standards and the Georgia Performance Standards (GPS) for English Language Arts (ELA).

These courses are:

- 23.09100 English ESOL I
- 23.09200 English ESOL II
- 23.09300 English ESOL III
- 23.09400 English ESOL IV

These course offerings will allow districts some flexible options when scheduling ELA courses for their ELLs. As mentioned above, the district may choose to implement the use of sheltered ELS courses, may determine to use the ESOL I-IV courses, or a combination of both. The district will make the final determination as to the best scheduling methods for providing ELA instruction to ELLs.

Districts have the option of using these courses as either elective or core English Language Arts courses. Regardless, each course offered must be aligned with the Georgia Performance Standards. **In order to fulfill the graduation requirements as a core ELA course, the ESOL course must be aligned with the specific ELA course and must follow the same GPS as the designated ELA course. If the ELA course has a required End of Course Test, students who wish to replace the core ELA course with an ESOL course must take the EOCT as a requirement of the ESOL course.**

NOTE:

- **ESOL I-IV courses may *not* be substituted as core credit for the American Literature and Composition, course number 23.05100, which is a required course for all students.**
- **Students entering ninth grade for the first time in 2008-09 and thereafter may *not* substitute one of the ESOL I-IV courses for core credit for Ninth Grade Literature and Composition, course number 23.06100, which is now a required course for these students.**

The local district has the flexibility to determine the assignment of the ESOL courses matched to specific ELA courses for core credit or to determine that the ESOL courses will be designated only as elective courses for support of language arts curriculum. **In order to maintain an accurate record of the core ELA courses tied to the specific ESOL I-IV courses, it is recommended that the name of the ELA course be incorporated as part of the course title represented on the transcript.** An example of this might be 23.09200 English ESOL II (World Literature and Composition). In the case of transfer students, this will enable LEAs to determine exactly which ELA courses students have completed.

The ESOL I-IV courses may be utilized as elective support courses, taught in conjunction with ELA core courses and aligned with the same GPS as the ELA course in which ELLs are concurrently enrolled. If a student is concurrently enrolled in an ELA core course and an ESOL 23 coded support course, the required EOCT would be administered as part of the regular ELA course only.

Sheltered Content Courses

Local school districts may choose to offer sheltered sections of any core content course for ELLs. Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes, 18 for high school. The teacher must hold certification in the content area and either the ESOL Endorsement P-12 certification.

The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate second language learners. The course numbers utilized in sheltered courses are those of the actual content course. Examples of possible sheltered courses and course numbers include Economics 45.06100; American Government/Civics 45.05700; Physical Science 40.01100; Biology I 26.01200; Physics I 40.08100; Mathematics I 27.08100; Mathematics III 27.08300; Discrete Mathematics 27.06900; American Literature and Composition 23.05100; and Multicultural Literature and Composition 23.06700.

The local school district may choose to designate a particular section number to reflect the sheltered status of the course. Sheltered courses may be offered to fulfill core curriculum requirements; however, the GPS must be followed and any accompanying EOCT must be administered to fulfill course requirements.