

English for Speakers of Other Languages *(ESOL)*

Students are identified as possibly needing the services of the ESOL program according to their responses on the Home Language Survey, which is administered upon registration. The student is then tested in aural/oral proficiency and/or reading/writing proficiency. ESOL students are placed in one of four levels (ESOL I, II, III, IV) depending on the degree of English proficiency. Each level constitutes one (1) credit of English toward graduation. A student at the high school level is exited from the ESOL program by scoring above the 45th percentile in both Reading and Writing as determined by a standardized test.

1002300 ESOL I (Meets English requirement for grade 9-1 credit)

1002319 ESOL II (Meets English requirement for grade 10-1 credit)

1002320 ESOL III (Meets English requirement for grade 11-1 credit)

1002520 ESOL IV (Meets English requirement for grade 12-1 credit)

The purpose of ESOL courses is to provide instruction in the language arts skills of listening, speaking, reading, and writing to speakers of a language other than English. The content includes, but is not limited to, instruction and practice in the development of vocabulary, reading, and writing skills. Reading skills are developed through the study of literary works. Writing instruction includes analysis of sentence structure and practice in paragraph development.

1002380 DEVELOPMENTAL LANGUAGE (1 credit)

These ESOL courses are electives for those students who need more intensive assistance with improving listening comprehension and pronunciation of the English language.

The LEP students will use the reading process effectively. The learner will select and use pre-reading strategies, strategies to understand word and text, to make inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations and poetry. The learner will be able to apply a variety of response strategies including reading, note-taking, summarizing, outlining, writing a formal report and relating what is read to his or her own experiences and feelings.

The learner will demonstrate vocabulary for interpersonal, academics, and workplace situations including figurative, idiomatic, and technical meanings. The learner will determine the main idea and identify relevant details the author's purpose and point of view and their effects on the text. The learner will locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real-world tasks and self-improvement. The learner will produce final documents that have been edited for correct spelling, punctuation, capitalization, formation, grammatical agreement and formatting.