TEA
TEXAS EDUCATION AGENCY

Name of innovative course(s): Foundations of Intensive Language Acquisition and Support (FILAS)

> (Only if this is an application for multiple levels of the same course may multiple course names be listed here. For example, an applicant may apply for approval of Latin Literature I and Latin Literature II with one submission.)

Subject area (Choose only one):

☒ English Language Arts   ☐ P.E./Equivalent

☐ Speech   ☐ Languages Other Than English

☐ Mathematics   ☐ Fine Arts

☐ Science   ☐ Technology Applications

☐ Social Studies   ☐ Career and Technical Education

☐ Economics/Free Enterprise   ☐ Other Electives

☐ Health

Number of credits that may be earned: 1   **Grade level(s) to be served:** 9th-11th

Brief description of the course (150 words or less):

This one (1) credit course replaces English for Newcomers A course and is designed for recent immigrant and/or recent arrivals English language learners who are unschooled and/or have limited schooling. These students come with little or no proficiency in English and /or are pre-literate. The state approved Oral Language Proficiency Test scores of students indicate that students are at the beginning or intermediate level of proficiency in English, and in vital need of intensive language support. This course will:

* Assist students to become increasingly proficient in listening, speaking, reading, and writing in order to communicate successfully in English. *Provide engaging language-rich, high-interest, cognitively demanding vocabulary and accelerated lessons.

*Promote and value the students' native language and culture as an essential resource in acquiring English as a second language. Students will develop an understanding of cultural diversity to collaborate successfully with others in cross-curricular settings.

*Prepare students to succeed in the American public school system; and provide them with ample opportunities to be college-ready with academic language and skills necessary to succeed in a global economy, as per College and Career Readiness Standards (CCRS)

Brief justification of how/why the course qualifies as "innovative" (i.e., essential knowledge and skills not covered in any other state-approved course) (150 words or less):

The Foundations of Intensive Language Acquisition and Support course qualifies as an innovative course because, currently, no TEKS-based course exists that has the primary purpose of providing intensive language support for English language learners who are unschooled and/or have interrupted schooling. Students will acquire the academic language and skills in English to prepare them to be college and career-ready. Additionally, this course includes a culture component that provides opportunities for students to understand the American school culture thus promoting the affective and cognitive development of recent immigrants and/or recent arrivals.

The state of Texas requires schools to "provide intensive and ongoing foundational second language acquisition instruction to ELLs…at the beginning and intermediate level of English language proficiency" (Subchapter A., §74.4. (b)(4)), yet there is no TEKS-based course of instruction, for unschooled students and/or have interrupted schooling, nor are there specific guidelines for secondary schools to successfully respond to this requirement.

This course provides opportunities for intensive language support as a pre-cursor to state courses ESOL I and II. Teachers maintain an understanding that students need to accelerate English proficiency to transition successfully into an all English main-stream cross-curricular schedule.

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Description of the specific student needs this course is designed to meet:

This course is designed to meet the needs of secondary recent immigrant and/or recent arrivals LEP students in grades 9th-11th grade who have little or no proficiency in the English language and who typically are classified at the preliterate, beginning and intermediate levels of proficiency. These students may be unschooled and/or have interrupted schooling.

They may demonstrate literacy skills in their native language but lack foundational literacy and oral language skills necessary for successful completion of regular mainstream cross-curricular coursework.

Students are classified as LEP in PEIMS, and as such are at-risk of school failure. Furthermore, these students often have difficulty adjusting to American culture and a new school system, and need to develop sociocultural and linguistic forms of communication in the target language.

Major resources and instructional materials to be used in the course:

Instructional materials for this course should be age/grade appropriate and need to be provided with linguistic accommodations.

Content materials will help students develop the foundations of the English language and teachers will use ESL instructional resources such as:

* interactive ESL software programs,

*bilingual materials, visuals/audio, realia,

*multicultural education lessons, and adapted text.

Optional Resources from the Texas Education Agency, such as the Academic Vocabulary 5th – 7th guide, the TELPAS Educator Guide, and other resources that support a Sheltered Instruction approach in the classroom may be used by teachers of this course to inform and differentiate instruction.

Required activities and sample optional activities to be used:

The activities required for this course should reflect the Essential Knowledge and Skills developed.

All activities are aligned to Response to Intervention (RtI) Tier 2 targeted group interventions which are rapid response, high-efficiency interventions for at-risk students and extend beyond the general Tier 1 interventions that are provided through regular TEKS/ELPS/CCRS-based courses.

Lessons integrate language in ways that extend the support and challenge students at the lowest levels of proficiency in English to expand their vocabulary and build comprehension of the English language.

Course activities target academic vocabulary words, phrases, sentence construction, and discourse patterns and applying effective learning strategies such as note-taking, study skills, and the identification and use of cognates, which are integrated into their lessons.

Students will have frequent opportunities to read, write, listen, and speak in English which provides additional time for schools to address the critical need for this particular population to make progress in terms of language proficiency and academic success. Additionally, lessons promote and value the students' native language and culture as an essential resource in acquiring English as a second language. In this course, students compare and understand cultural differences in various academic settings. Students develop an understanding of diversity, cultural sensitivity, tolerance, equity, along with, diverse content area diversity in various cross-curricular settings such as: mathematical processes versus memorization techniques, linguistic nuances, and conflict resolution in social studies. Lessons are designed to prepare learners to participate and communicate effectively in the American school system as well as to prepare them to be college and career-ready.

Methods for evaluating student outcomes:

Monitoring of progress in language proficiency will be measured throughout the year using performance assessments such as student presentations, small group dialogue presentations, student portfolios, interviews, and/or student monologues. Summative classroom assessments will include, but are not limited to: teacher-generated rubrics, criterion referenced, short answers and/or essay tests based on the instructional objectives.

The listening, speaking, reading, and writing skills and level of proficiency in English will be monitored on an ongoing basis via teacher observations and informal assessments. Teachers will seek to develop students levels of language proficiency across the four domains throughout the instructional year.

Each student in this course is expected to gain at least one level of proficiency in English by Spring of the school year. For example, students who enter as beginners will be at the intermediate level of proficiency in English by the end of the school year. Informal assessment results are documented by teacher to monitor progress of students' proficiency level. Region One Education Service Center will offer technical assistance and professional development to expand the capacity of education service centers and school

districts to provide intensive language acquisition, acculturation support, and college and career readiness support as needed.

Required qualifications of teachers:

*ESL Certified according to the requirements of 19 TAC Chapter 89, Subchapter BB. §89.1245. Staffing and Staff Development and TEC Subchapter b, Sec. 29.061.

*Trained in Sheltered Instruction (such as SIOP™, CALLA©, ExC-ELL™, or in sheltered instruction strategies) for a minimum of 3 days (18 hrs.) "The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers…" (19 TAC Chapter 89, Subchapter BB. §89.1210 Program Content and Design).

*Trained in the English Language Proficiency Standards (ELPS).

*Trained in cultural diversity, cultural sensitivity, tolerance, equity and strategies on how to successfuly collaborate in diverse settings.

Additional information (optional):

The importance of building students' academic proficiency for school success has been documented by well-known researchers in the field of second language acquisition such as Echevarria, Short, & Vogt (2004), V. Collier (1987), J. Cummins (1980), Cantoni-Harvey, G. (1987), Chamot, A.U., & O'Malley, J.M. (1994), and this course is designed to do so for the ELA content area.

The implementation of this course will also serve as a measure to address the drop-out rate and increase academic achievement among secondary-level recent arrivals by providing a seamless transition from the course Foundations of Intensive Language Acquisition and Support (FILAS) to the ESOL I / II or English Language Arts course for which there are Texas Essential Knowledge and Skills.

Name of Innovative Course:

Foundations of Intensive Language Acquisition and Support (FILAS)

Essential Knowledge and Skills for this course:

(1)   Intensive language support / academic language
        Students retrieve knowledge, construct meaning, and make connections using academic language. The student is expected to:

   (A) Understand academic language and syntactic structures necessary for comprehension of academic text, instructions, directions, and language commonly found in formative or summative assessments.

   (B) Use academic language vocabulary, phrases, text structures, discourse patterns, and the phonetic system to communicate effectively in cross-curricular settings.

   (C) Apply knowledge of words and phrases associated with language functions such as prediction, identification, interpretation, explanation, organization, and retelling.

   (D) Apply knowledge of words and phrases associated with reading skills such as making inferences, drawing conclusions, producing summaries.

   (E) Use academic language effectively to compose written text including literary, expository, procedural and persuasive text.

   (F) Use native language as a foundation of learning for the development of social and academic language proficiency.

(2)   Intensive language support / conversational English
        Students comprehend, recite, rephrase, create and respond to messages to communicate effectively in English in a variety of settings. The student is expected to:

   (A) Comprehend and express needs, feelings, and ideas to apply in cross-curricular settings.

   (B) Produce dialogue using appropriate vocabulary and phrases for conversational English in cross-curricular settings.

(C) Use non-verbal communication to effectively engage in formal conversations and/or social interactions.

(3)   Foundations of language / oral and written conventions / grammar
        Students utilize grammar in increasingly complex forms to communicate in academic and social settings. The student is expected to:

(A) Apply rules of punctuation, capitalization, grammar, and spelling that are appropriate in various academic and social contexts.

(B) Use dictionaries, thesauri, and technology to determine and apply written conventions of English.

(C) Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue.

(4)   Foundations of language / writing
        Students develop foundational writing skills and apply the writing process effectively. The student is expected to:

(A) Apply the writing process to develop and refine ideas and written text.

(B) Understand the purpose for writing and produce authentic writing for a variety of purposes, e.g., to explain, to inform, to describe, to narrate, to persuade.

(C) Understand and apply the phonetic system in English to produce written text.

(D) Edit and revise drafts for mechanics, spelling, and grammar.

(E) Develop, revise, and communicate writing to others.

(5)   Foundations of language / reading.
        Students develop foundational reading skills and understand the structure, discourse patterns, literary elements and techniques applied in various genres of written text. The student is expected to:

(A) Recognize the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language to comprehend authentic texts and reference materials (dictionaries, thesauri, encyclopedias, and online resources).

(B) Apply a variety of comprehension strategies and reading skills.

(C) Apply reading fluency in increasingly complex text in English.

(D) Compare and determine discourse patterns and structure in a variety of texts.

(E) Identify and analyze elements of literature.

(F) Analyze the influence of literary techniques applied across a variety of genres.

(G) Actively participate in reading exercises and practice opportunities in a variety of grouping configurations (independent, pair, small group).

(6)   Sociolinguistic / Acculturation / Listening, Speaking, Reading, Writing.
Students understand similarities and difference between cultures in ways that expand their affective, cognitive, and linguistic development. The student is expected to:

(A) Demonstrate cultural awareness and cultural sensitivity in diverse contexts.

(B) Analyze and compare culture as reflected in language, world literature, and traditions.

(C) Explain how language, fiction, non-fiction, literary, expository text, and music serve as expressions of culture.

(D) Identify attributes of acculturation and appreciation of cultural differences.

(E) Analyze culture and understand how elements of culture impact language, world literature, and teaching and learning in cross-cultural settings.