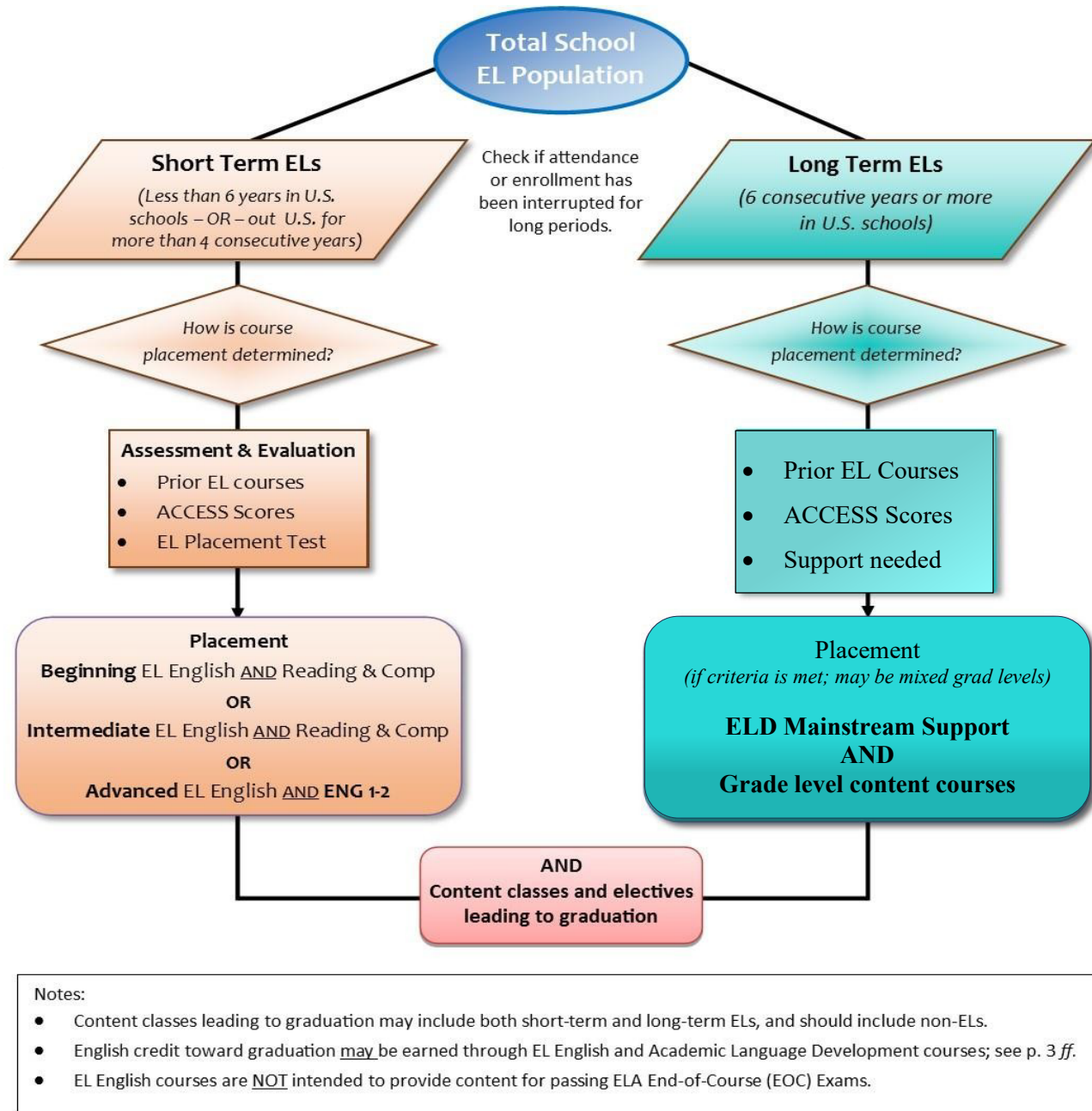




HIGH SCHOOL EL PROGRAM and COURSE PLACEMENT



Short-Term ELs are new to the country or have attended U.S. schools for less than 6 years. Short term ELs are typically developing social and academic language in all four language domains (reading/writing/listening/speaking).

Long-Term ELs have been in U.S. schools for 6 years or more. Long-term ELs may be fluent in social language and/or approach oral fluency criteria in English, but typically are still developing literacy in academic English. For many long-term ELs, English is the dominant language, and most were born in the U.S.

Language Acquisition Goals for Short-Term ELs

BEGINNER

- **ELD Focus:** Developing **basic grammatical structures** and **social-instructional language**
- **Proficiency growth:** PL 1 (Entering) through PL 2 (Emerging)
- **Placement:** In most cases, newcomer ELs (including newcomers) with a composite proficiency level of 2.0 or less should be placed in Beginning/Newcomer courses. Verify that the student has not previously taken Beginner EL at the high school or middle school level. Students should not repeat the course. If a student has scored higher than a 2.0 in the past three years on ACCESS, do not place in a Beginner Course.

INTERMEDIATE

- **ELD Focus:** Developing **organization** and **coherence** in discourse.
- **Proficiency growth:** PL 2 (Emerging) to PL 3 (Developing)
- **Placement:** In most cases, ELs (including newcomers) with a composite proficiency level of 2.1 - 3.0 should be placed in these courses. Verify that the student has not previously taken Intermediate EL at the high school or middle school level. Students should not repeat the course. If a student has scored higher than a 3.0 in the past three years on ACCESS, place in an Advanced Course.

ADVANCED

- **ELD Focus:** Developing academic language around the **cognitive demands of content**.
- **Proficiency growth:** PL 2-3 (Developing) to high PL 3 or low PL 4 (Expanding)
- **Placement:** In most cases, ELs (including newcomers) with a composite proficiency level of 3.1 - 4.0 should be placed in these courses. Verify that the student has not previously taken Advanced EL at the high school or middle school level. If a student has scored higher than a 4.0 in the past three years on ACCESS, place in an ELA course and possibly EL Mainstream Support.

Use of ACCESS score for placement:

Use highest ACCESS score from the past three years to appropriately place students.

Newcomer Program

The **WCSD NEWCOMER PROGRAM (Beginning EL courses and EL Foundational Courses)** is typically offered only at the following high school Newcomer sites:

- Hug High School
- Sparks High School
- North Valleys High School
- Wooster High School
- Incline High School (as need demands)

If a student qualifies for newcomer services and/or Beginning EL, they have the option to attend the appropriate Newcomer site or their zoned school; contact the Newcomer Program Consultant at the Department of ELD for assistance.

Nicholas Rhea

Nicholas.Rhea@washoeschools.net

775-293-8027

*** NEWCOMER STUDENTS:**

*In consultation with the Departments of Student Accounting and Curriculum and Instruction, the Department of English Learners Administrative Procedure 6708 (revised May 2018) states that **for students enrolled in EL Beginning English and EL Beginning Reading/Composition**, the course instructor(s) may determine - through diagnostic procedures and conferencing - that a student's course enrollment should be changed to either **EL Fundamentals of English, EL Fundamentals of English Literacy, or both** (see subsequent pages) in order for them to be able to repeat Beginning courses (rather than fail them) yet still earn elective credit for seat time spent in language development courses.*

*If the student lacks fundamental literacy in his/her first language, **EL Foundational Courses** may be taken instead of or in addition to either EL Beginning Reading/Comp or EL Fundamentals of English Literacy.*

Prior to changing a student's schedule, a graduation plan must be developed to establish a target graduation date, and a conference must take place with the counselor, student and parents/guardians in order to ensure that all parties understand the timeline and potential necessity for extra semesters in high school beyond the prescribed 4 years.

*For any question or concerns contact Nicholas Rhea at
Nicholas.Rhea@washoeschools.net*

EL Beginning English**Course Number: 7611-7612**

Full Year: 0.5 English credit per semester

(Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: EL assessment results
Instructor approval

This one-year course provides an introduction to English language structure and communication. The course addresses language skills such as commonly used vocabulary and syntax to help students understand basic conversations. Students will be expected to apply this knowledge when asking or answering questions and in oral and written assignments. Students will have the opportunity to practice oral communication in different educational and social settings. Students will read short selections and answer oral and written questions to practice basic writing skills. The vocabulary development in this course includes frequently used words in content-area classes as well as expressions and high frequency words in daily conversation.

EL Beginning Reading/Composition**Course Number: 7621-7622**

Full Year: 0.5 elective credit per semester

Prerequisite: EL assessment results
Instructor approval

This one-year course provides instruction to develop reading and composition skills in English. This course is intended to be taken in conjunction with 7611-7612, EL Beginning English. The central focus is to integrate reading and writing as important academic skills. Emphasis is placed on reading a variety of simple reading selections and to respond in writing. Different aspects of writing are presented including word order, organization, sequencing, and basic mechanics and spelling. Writing at this level will incorporate vocabulary development and will include describing, giving directions, responding to simple fiction and non-fiction reading selections, and composing simple multi-paragraph stories.

EL Fundamentals of English Language*Course Number: 7663-7664**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required

This course is for students who enter school more than a quarter into a semester. At semester change this student should be evaluated and placed into the appropriate course to receive ELA credit. This course may precede EL Beginning English in some students' EL course sequence. The purpose of this course is to provide certain students, as determined by EL staff, with additional time for acquiring sufficient English to advance to Intermediate EL English and beyond. **In most cases, students will remain in the same classroom and period and study the same curriculum as EL Beginning Reading/Composition**, but will receive elective credit and may be graded on a growth rather than mastery basis. Students who demonstrate accelerated English acquisition may be moved to EL Beginning Reading/Composition or EL Intermediate Reading/Composition at the appropriate time as determined by assessment results and the instructor.

EL Fundamentals of English Literacy*Course Number: 7665-7666**

Full Year or semester: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval required

This course is for students who enter school more than a quarter into a semester. At semester change this student should be evaluated and placed into the appropriate course to receive ELA credit. This course may precede EL Beginning Reading/Composition in some students' EL course sequence. The purpose of this course is to provide certain students, as determined by EL staff, with additional time for acquiring sufficient English to advance to Intermediate EL English and beyond. **In most cases, students will remain in the same classroom and period and study the same curriculum as EL Beginning Reading/Composition**, but will receive elective credit and may be graded on a growth rather than mastery basis. Students who demonstrate accelerated English acquisition may be moved to EL Beginning Reading/Composition or EL Intermediate Reading/Composition at the appropriate time as determined by assessment results and the instructor.

EL Intermediate English**Course Number: 7613-7614**

Full Year: 0.5 English credit per semester

(Students may earn a maximum of 2 English credits from EL English courses)

Prerequisites: EL assessment results
Instructor approval

This one-year course focuses on expanding and improving basic English language skills including a variety of communication and comprehension strategies. The focus is on using more elaborate word order structures and more complex verb tenses. The expanded vocabulary will include more specific and specialized words commonly used in the content area and mainstream classes. Students will be introduced to a variety of fiction and non-fiction and will respond to questions orally as well as in writing. The course also introduces students to basic note-taking skills including summarizing main ideas. Students will be expected to participate in classroom discussions and to ask and answer questions for clarification.

EL Intermediate Reading/Composition**Course Number: 7625-7626**

Full Year: 0.5 elective credit per semester

Prerequisites: EL assessment results
Instructor approval

This one-year course expands the composition and reading objectives introduced at the beginning level and is intended for intermediate level ELs who are enrolled in EL 7613-7614. The approach is to integrate reading and writing skills as important academic skills in mainstream classes. Students will read a variety of fiction and non-fiction and will be introduced to different writing styles and writing purposes. Students will be asked to summarize essential information from text, write paragraphs using clear transitions, and practice use of different tenses, word order structures and conjunctions. Students will also be expected to use more specific and expanded vocabulary in their writing with few errors in basic spelling and mechanics.

HIGH SCHOOL EL COURSE DESCRIPTIONS

Short-Term (ST) EL Program

Advanced Level

EL Advanced English

Course Number: 7615-7616

Full Year: 0.5 English credit per semester

(or .5 elective credit per semester if a student has accumulated the maximum 2 English credits from previous EL English classes. Students may earn a maximum of 2 English credits from EL English courses.)

Prerequisites: EL assessment results

Instructor approval; Concurrent enrollment in a mainstream English class strongly recommended

The focus of this course is to expand English language skills in all areas and to apply previous knowledge to oral and written communication. Students will be required to read a variety of literary selections as well as content-area related material. The course emphasizes more advanced writing and composition and includes writing for different purposes and audience. Students will write responses to literature as well as produce essays that are well organized and have a clear topic and supporting details. Students will apply complex sentence structures and rules of grammar and mechanics with few significant errors. Participation in group discussions and oral presentations are also an important aspect of this course. Students will be expected to use specific and appropriate vocabulary when communicating ideas in various contexts and settings.

All Levels: Support

ELD Mainstream Support

Course Number: 7661-7662

Full Year: 0.5 elective credit per semester

Prerequisites: Enrollment in two or more ACADEMIC mainstream classes

Instructor approval based on data and need; May be repeated as needed

EL Mainstream Support is intended to address difficulties and/or growth with language and/or study skills that may be impacting short- and long-term ELs' access to ELA, Math, Science, Social Studies, and other academic content. Specific learning goals in this course will vary based on students' individual linguistic needs, academic skills, and mainstream course content; following identification of needs, the instructor must develop a syllabus and final exam based on Nevada English Language Development Standards; grade-level Nevada Academic Content Standards may also be appropriate. Note that while students may be required to bring assignments and texts from their mainstream classes, the course may not consist of simply study hall and tutoring. Instructors will receive resource materials and guidance from the Department of ELD for developing details of their course.

Schools may also choose to offer sections of the course based on specific mainstream courses or disciplines and proficiency levels such as Mainstream Support for Short Term ELs and Mainstream Support for Long-Term ELs or content focused such as EL Mainstream Support [Biology] or EL Mainstream Support [Math]. In the case of a Mainstream Support Content Specific Course, the instructor of the course may be a general education teacher in the discipline who holds a TESL/ELAD endorsement.

ELD Mainstream Support

Course Number: 7661-7662

Full Year: 0.5 elective credit per semester

Prerequisites: Enrollment in two or more ACADEMIC mainstream classes

Instructor approval based on data and need; May be repeated as needed

EL Mainstream Support is intended to address difficulties and/or growth with language and/or study skills that may be impacting short- and long-term ELs' access to ELA, Math, Science, Social Studies, and other academic content. Specific learning goals in this course will vary based on students' individual linguistic needs, academic skills, and mainstream course content; following identification of needs, the instructor must develop a syllabus and final exam based on Nevada English Language Development Standards; grade- level Nevada Academic Content Standards may also be appropriate. Note that while students may be required to bring assignments and texts from their mainstream classes, the course may not consist of simply study hall and tutoring. Instructors will receive resource materials and guidance from the Department of ELD for developing details of their course.

Schools may also choose to offer sections of the course based on specific mainstream courses or disciplines and proficiency levels such as Mainstream Support for Short Term ELs and Mainstream Support for Long-Term ELs or content focused such as EL Mainstream Support [Biology] or EL Mainstream Support [Math]. In the case of a Mainstream Support Content Specific Course, the instructor of the course may be a general education teacher in the discipline who holds a TESL/ELAD endorsement.

HIGH SCHOOL EL COURSE DESCRIPTIONS

Long-Term (LT) EL Program

Schools must consult with the Dept. of ELD to offer any sections of EL Academic Language Development. It is recommended that schools offer ELD Mainstream Support (see course description) instead as the ALD courses are being phased out.

EL Academic Language Development (ALD) 1-2

Course Number: 7619-7620

Full Year: 0.5 elective credit per semester

*Students may earn a maximum of 1 (one) English credit from **either** EL ALD 1-2 or EL ALD 3-4. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below; Instructor Approval

The focus of this course is to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations.

Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

NOTE: This course is not designed to supplant a student's grade level ELA requirements or prepare them for statewide assessments.

IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"> Has been in U.S schools 6 years or more
EL (LEP) status	<ul style="list-style-type: none"> Has active EL (LEP) status – <i>OR</i> – Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)
Academic Performance	<ul style="list-style-type: none"> Has not progressed on ELPA over last 3 years in 2 or more domains Does not meet state/district standards on core content assessment; <i>and/or</i> Does not meet most recent grade level reading/writing standards; <i>and/or</i> Does not meet SBAC reading/writing standards (if applicable)
CONCURRENT ENROLLMENT CRITERIA	
ELA classes	<ul style="list-style-type: none"> Student MUST be concurrently enrolled in a grade level English course.
EL classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs)
ELA support classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.
<p>Students with IEPs: Students with IEPs are <u>not</u> precluded from taking ALD courses. English Learners receiving Special Education services should be served through their IEPs, which should be developed in consultation with an EL teacher or other educator with expertise in language acquisition. SE and EL teachers should collaborate to assess language development and determine if placement in an EL ALD course is appropriate for any given student.</p>	

HIGH SCHOOL EL COURSE DESCRIPTIONS

Long-Term (LT) EL Program

Schools must consult with the Dept. of ELD to offer any sections of EL Academic Language Development. It is recommended that schools offer ELD Mainstream Support (see course description) instead as the ALD courses are being phased out.

EL Academic Language Development (ALD) 3-4

Course Number: 7627-7628

Full Year or Semester: 0.5 elective credit per semester

*Students may earn a maximum of 1 English credit from **either** EL ALD 1 or EL ALD 2. Credit type may be changed only as necessary through direct request by counselor or EL teacher/Department to registrar.*

Prerequisite: Must meet selection/enrollment criteria below; Instructor Approval

The focus of this course is to continue to address the unique needs of English learners who have been in U.S. schools for 6 years or more. Students will increase academic language proficiency through targeted instruction and practice in oral and written communication. Students will read and explore a variety of literary and informational texts from core content areas (ELA, science, social studies, math) and respond orally, in writing, and through projects and presentations.

Students are expected to acquire and apply complex grammatical structures, knowledge of English word formation (morphology), and an understanding of the sociocultural contexts of language use. In addition to language, students may receive explicit instruction in metacognitive skills development in order to increase their abilities as independent learners. To plan and implement effective instruction for this course, the instructor must be able to interpret available assessment data, identify academic language skills, adapt instruction, provide instructive feedback, and monitor progress.

The course requires a TESL/ELAD endorsed instructor, preferably trained in SIOP and/or GLAD and in culturally responsive pedagogy.

NOTE: This course is not designed to supplant students' grade level ELA requirements or prepare them for statewide assessments.

IDENTIFICATION CRITERIA	STUDENT:
Length of time in U.S. schools	<ul style="list-style-type: none"> Has been in U.S. schools 6 years or more
EL (LEP) status	<ul style="list-style-type: none"> Has active EL (LEP) status – <i>OR</i> – Has Exited EL (LEP) status within previous 2 years but exhibits poor academic performance (see next section)
Academic Performance	<ul style="list-style-type: none"> Has not progressed on ELPA over last 3 years in 2 or more domains Does not meet state/district standards on core content assessment; <i>and/or</i> Does not meet most recent grade level reading/writing standards; <i>and/or</i> Does not meet SBAC reading/writing standards (if applicable) Has completed EL Academic Language Development 1 or 1-2 (MS or HS) <u>with evidence of growth</u> (e.g., progress tests, semester final, writing assessment) *
Instructor Approval	<ul style="list-style-type: none"> EL teacher recommends a second year of EL Academic Language Development
CONCURRENT ENROLLMENT CRITERIA	
ELA classes	<ul style="list-style-type: none"> Student MUST be concurrently enrolled in a grade level English course.
EL classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any EL language or EL support course (these classes are for short-term ELs) Student MAY or MAY NOT have previously taken EL ALD 1
ELA support classes	<ul style="list-style-type: none"> Student MUST NOT be concurrently enrolled in any general language support class, e.g. Read 180, Systems 44, ELA support.
* Exceptions may be made if EL Academic Language Development 1-2 was or is not available in the master schedule; all other course criteria must be followed.	

EL Peer Tutor

Course Number: 7655-7656-7657

Full Year or Semester: 0.5 elective credit per semester

Prerequisites: EL and mainstream instructor approval
Tutor must have good academic standing

This course is intended for non-ELs who are interested in tutoring English language learners. However, ELs on monitoring status and with good academic standing may also apply for this course. Peer tutors must have the skills necessary for assisting ELs with academic content. Each peer tutor will be assigned to one or more ELs, and will provide language and content assistance to facilitate academic success. The course also aims to increase cultural awareness and to facilitate EL participation in class and school activities. Peer tutoring may be implemented in a variety of ways, and may include direct assistance in the mainstream academic classroom, after-school tutoring, or help with academic assignments. The mainstream teacher and the EL teacher will guide the EL peer tutor in identifying tutoring objectives.

Student evaluation and grade assignment for this class will be determined by the mainstream and/or EL teacher based on the contributions the tutor made towards assisting the EL in academic classes.



SAMPLE EL SCHEDULE PLANS

FOR SHORT TERM ENGLISH LEARNERS

(Short-Term EL = English Learner who has been in U.S. schools for less than 6 years)

PLEASE NOTE:

While these Sample Schedules are strongly recommended, we understand that individual school schedules and student cases will need to be taken into account. Additionally, each student's educational path is different.

Please recognize that the sample schedules do not always explicitly include all courses needed for graduation.

Although it is not within the ability of the Department of English Language Development to design each student's graduation plan, we encourage you to contact us for support and assistance:

Department of ELD (main number): (775) 333-6090

SCHEDULING OF **SHORT-TERM** ENGLISH LEARNERS

This document supports students who arrived to the U.S. within the last 4 years (approximately).

General Information

- **Beginning EL courses** and **EL Foundational Skills** are mainly offered at Newcomer sites (Hug HS, Sparks HS, Wooster HS). If a student qualifies for newcomer services and/or Beginning EL, they have the option to attend the appropriate Newcomer program or their zoned school; contact the Department of ELD for assistance.
 - Newcomer ELs may enter high school at Intermediate or Advanced levels of English or higher
 - **EL Literacy Skills** is for students who enter school more than a quarter into a semester. At semester change this student should be evaluated and placed into the appropriate course to receive ELA credit.
- **The WIDA Screener** is used as the placement assessment for WCSD.
- **Short-Term ELs are enrolled in EL English and EL Reading & Writing/Composition courses based on their level of English proficiency, not on age or grade level.**
 - Thus, EL classes have mixed grade levels. However, if schools are able to offer multiple sections, it may be beneficial to group students by age/maturity in addition to English proficiency.
- **Short-term ELs should be placed in general education courses depending on their grade of entry,** as outlined in the plans on the following pages.
- **District procedures should be consulted for placement of students with and without transcripts.**

Course placement: Middle School

- The two Beginning or Intermediate EL language courses can take the place of an ELA/Elective in all grades

Course placement: High School

- Students should not be placed in a class lower than the one previously taken, except in extreme circumstances.
- Because some students are classified as 9th graders while awaiting transcript evaluation, it is important to gather information from the student or from skills assessments to help determine best placement all courses based on prior education and anticipated transfer credits.
- EL status does not exclude students from AP or IB courses.

SAMPLE SCHEDULE PLAN FOR SHORT TERM **MIDDLE SCHOOL** ELs

This document supports students who arrived in the U.S. within the last 4 years (approximately).

	Student enters as 6th grader	Student enters as 7th grader	Student enters as 8th grader
6th Grade	<i>Beginning EL English (251)</i> <i>Beginning EL Reading & Writing (253)</i> G6: Math/Science Block* OR G6: Math + Math Support* P.E. ELD Mainstream Support (as necessary) (661-662) Elective Spanish for Spanish Speakers or other elective or content class*		
7th Grade	<i>Intermediate EL English (252)</i> <i>Intermediate EL Reading & Writing (254)</i> ELD Mainstream Support (as necessary) (661-662) Math 7* Social Studies 7* P.E., Spanish for Spanish Speakers, Math Support (if needed) or other elective or content class*	<i>Beginning EL English (251)</i> <i>Beginning EL Reading & Writing (253)</i> Math 7* Math Support* (if needed/available) ELD Mainstream Support (as necessary) P.E., Spanish for Spanish Speakers or other elective or content class*	
8th Grade	<i>Advanced EL English (255)</i> ELD Mainstream Support (as necessary) (661-662) ELA 8* Math 8* Social Studies 8* P.E., Spanish for Spanish Speakers, Math Support (if needed) or other elective or content class*	<i>Intermediate EL English (252)</i> <i>Intermediate EL Reading & Writing (254)</i> ELD Mainstream Support (as necessary) (661-662) Math 8* Science 8* Spanish for Spanish Speakers, Math Support (if needed) or other elective or content class*	<i>Beginning EL English (251)</i> <i>Beginning EL Reading & Writing (253)</i> Math 8* Math Support* (if needed/available) ELD Mainstream Support (as necessary) (661-662) P.E., Spanish for Spanish Speakers or other elective or content class*
↓	↓	↓	↓
9th Grade	English 1-2* Algebra 1 (S1-S2) Biology 1-2 Health-Computer Lit P.E., elective(s) or other content class(es)** <u>As applicable:</u> EL Mainstream Support (7661-2) Spanish for Spanish Speakers	<i>Advanced EL English (7615/7616)</i> EL Mainstream Support (math or other specific content) (7661-2) English 1-2* Algebra 1 (S1-S2) Health-Computer Lit P.E., Spanish for Spanish Speakers, elective(s) or other content class(es)**	<i>Intermediate EL English (7613/7614)</i> <i>Intermediate Reading & Composition (7625/7626)</i> EL Mainstream Support (math or other specific content) (7661-2) Algebra 1 (S1-S2) (or other appropriate math as available) Health-Computer Lit P.E., Spanish for Spanish Speakers, elective(s) or other content class(es)**
10th Grade	(Regular sophomore schedule.) <u>As applicable:</u> EL Mainstream Support (7661-2) Spanish for Spanish Speakers	English 3-4* Geometry 1-2* Biology* World History* P.E., elective(s) or other content class(es)** <u>As applicable:</u> EL Mainstream Support (7661-2) Spanish for Spanish Speakers	<i>Advanced EL English (7615/7616)</i> EL Mainstream Support (math or other specific content) (7661-2) English 1-2* Geometry 1-2* Biology* P.E., Spanish for Spanish Speakers, elective(s) or other content class(es)**

* When possible, content courses with short term ELs should be taught or co-taught by TESL/ELAD-endorsed teachers.

SAMPLE SCHEDULE PLAN FOR SHORT TERM **HIGH SCHOOL ELs**

This document supports students who arrived in the U.S. within the last 4 years (approximately).

	Student enters as 9th grader	Student enters as 10th grader
9th Grade	<ol style="list-style-type: none"> <i>Beginning EL English (7611-7612)</i> <i>Beginning EL Reading & Composition (7621-7622)</i> <i>ELD Mainstream Support (as necessary) (661-662);</i> Computer Lit or Health* (2nd semester) Algebra 1 (S1-S2)* (or other math as appropriate) P.E/HSROTC <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Literacy Skills (7623-7624)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>	[Credits earned in home country per transcripts]
10th Grade	<ol style="list-style-type: none"> <i>Intermediate EL English (7613-7614)</i> <i>Intermediate EL Reading & Composition (7625-7626)</i> Geometry 1-2* (or other math as appropriate) World History* P.E/HSROTC Computer Lit or Health* (1 semester) Elective (1 semester) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Fundamentals (7663-7666)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>	<ol style="list-style-type: none"> <i>Beginning EL English (7611-7612)</i> <i>Beginning EL Reading & Composition (7621-7622)</i> <i>ELD Mainstream Support (as necessary) (661-662);</i> Computer Lit or Health* (2nd semester) Algebra 1 (S1-S2)* (or other math as appropriate) Computer Lit or Health* (1 semester) Elective (1 semester) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Fundamentals (7663-7666)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>
11th Grade	<ol style="list-style-type: none"> <i>Advanced EL English (7615/7616)</i> English 1-2* Algebra 2* (or other math as appropriate) Biology* US History* <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	<ol style="list-style-type: none"> <i>Intermediate EL English (7613-7614)</i> <i>Intermediate EL Reading & Composition (7625-7626)</i> Geometry 1-2* (or other math as appropriate) World History* Science* (unless transfer credit exists) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) <i>EL Fundamentals (7663-7666)</i> Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>
12th Grade	<ol style="list-style-type: none"> English 3-4* U.S. Government* Science* "Flex Credit"* <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	<ol style="list-style-type: none"> <i>Advanced EL English (7615/7616)</i> English 1-2* Algebra 2* (or other math as appropriate) Biology* US History* <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>
5th Year and/or Summer School		<ol style="list-style-type: none"> English 3-4* U.S. Government* Science* (if needed) "Flex Credit"* <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>

* When possible, content courses with short term ELs should be taught or co-taught by TESL/ELAD-endorsed, SIOP-trained teachers.

SAMPLE SCHEDULE PLAN FOR SHORT TERM HIGH SCHOOL ELS

NOTE: District procedures should be consulted for placement of students with and without transcripts. This sample applies to students who have transferred enough credits to be classified as 11th or 12th graders.

Every effort should be made to provide at least 2 years of EL English to students entering as 11th and 12th graders, regardless of the number of transfer credits they enter with, as there is no other option for them in the District to receive explicit instruction in academic English.

Per federal law, English Learners are entitled to public education through age 22. Upon enrollment, 11th and 12th graders and parents/guardians (with interpreter as needed) should collaborate with the counselor (and EL teacher) to develop a graduation plan and/or contract. At this time, requirements for graduation and 5th year enrollment should be clarified, and alternatives be presented if necessary.

	Student enters as 11 th grader	Student enters as 12 th grader
9 th Grade	[Credits earned in home country]	[Credits earned in home country]
10 th Grade	[Credits earned in home country]	[Credits earned in home country]
11 th Grade	<ol style="list-style-type: none"> <i>Beginning EL English (7611-7612)</i> <i>Beginning EL Reading & Composition (7621-7622)</i> <i>ELD Mainstream Support (as necessary) (661-662);</i> Computer Lit or Health* (2nd semester) Math* (as appropriate based on transcripts) Science* (as appropriate based on transcripts) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	[Credits earned in home country]
12 th Grade	<ol style="list-style-type: none"> <i>Intermediate EL English (7613-7614)</i> <i>Intermediate EL Reading & Composition (7625-7626)</i> Math* (as appropriate based on transcripts) Science* (as appropriate based on transcripts) World History* (or U.S. History) Computer Lit or Health* (1 semester) Elective (1 semester) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>	<ol style="list-style-type: none"> <i>Beginning EL English (7611-7612)</i> <i>Beginning EL Reading & Composition (7621-7622)</i> Math* (as appropriate based on transcripts) Science* (as appropriate based on transcripts) Computer Lit and/or Health* (as needed) <p><u>As available and applicable:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>
5 th -6 th Year and/or Summer School and/or Online	<ol style="list-style-type: none"> <i>Advanced EL English (7615/7616)</i> English 1-2* English 3-4* U.S. History (if needed) U.S. Government* Math or Science* (as needed based on transcripts) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities, PE/HSROTC</p>	<ol style="list-style-type: none"> <i>Intermediate EL English (7613-7614)</i> <i>Intermediate EL Reading & Composition (7625-7626)</i> English 1-2* English 3-4* U.S. History* U.S. Government* World History, Math, Science* (as needed based on transcripts) <p><u>As available and to fulfill graduation requirements:</u> <i>EL Mainstream Support (7661-2)</i> (specific focus) Spanish for Spanish Speakers, AP/IB Courses, CTE, World Languages, Arts/Humanities</p>

* When possible, content courses with short term ELs should be taught or co-taught by TESL/ELAD-endorsed, SIOP-trained teachers.

Graduation Planning Form

Student Name _____

ID Number _____ Birthdate _____

Year	Semester 1 (Course Name & Level)	Req't	Credits	Semester 2 (Course Name & Level)	Req't	Credits	Summer School, Online, or Other
	1.			1.			Courses
	2.			2.			Credits
	3.			3.			
	4.			4.			
	5.			5.			
	6.			6.			
	7.			7.			
	1.			1.			
	2.			2.			
	3.			3.			
	4.			4.			
	5.			5.			
	6.			6.			
	7.			7.			
	1.			1.			Notes:
	2.			2.			
	3.			3.			
	4.			4.			
	5.			5.			
	6.			6.			
	7.			7.			
	1.			1.			
	2.			2.			
	3.			3.			
	4.			4.			
	5.			5.			
	6.			6.			
	7.			7.			

Standard Graduation Requirements (Class of 2022 and later)

(Each box = 1 semester = .5 credits)

- EN English** (4 years/credits) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 (EL Eng) (EL Eng)
- MA Math** (3 years/credits*) ☐ ☐ ☐ ☐ ☐ ☐
- SC Science** (2 years/credits*) ☐ ☐ ☐ ☐
- SS Social Studies** (3 years/credits*) ☐ ☐ ☐ ☐ ☐ ☐
 World US Hist Am Gov
- PE PE/HROTC** (2 years/credits) ☐ ☐ ☐ ☐ ☐ ☐
- HU Arts/Humanities/CTE*/HSROTC 5-6/7-8** (1 year/credit) ☐ ☐
- CL Computer Literacy** (.5 year/credit) ☐
- HE Health** (.5 year/credit) ☐
- FL Flex Credit*** (1year/credit) ☐ ☐ Course: _____
- WL World Languages** (WCSD Honors only) ☐ ☐
- EL Electives** (6 credits – list below) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Course Name	Credits	Course Name	Credits

State Advanced WCSD Honors

- ☐ ☐ or ☐ ☐
- ☐ ☐ or ☐ ☐

- ☐ ☐

* Flex Credit: 4th year of **Math** (including Alg 2 or higher), or a 3rd year of **Science**, or a 4th year of **Social Studies**, or 2nd or 3rd year **CTE** **completer course** in one program of study.

See also **WCSD Graduation Guide** at <https://www.washoeschools.net/Page/3301> for information on **College and Career Ready (CCR) Diploma and Endorsement**.