



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

Building Administrator: Bobbi Jo Stoner

Date: 04/21/2026

EL Director: Mary Jane Vavra

Date: 04/21/2026

Other Staff Affected: EL Teacher

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to presentation before the Board of Education Committee

Proposal / Course Title: English Essentials: English Language Development

Staff Member Requesting: Mary Jane Vavra

Department/Grade Level: 9-12 EL

THIS IS A PROPOSAL FOR (*italicize all that apply*):

New Course

Course Content Change

Instructional Methods Change

Textbook Review or Change

Other

Number of Classes: 1 per trimester

Total Number Students: 22

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment): need dedicated classroom space and storage space within GLHS, teacher is already hired and on staff (Laila Himebauch)

A Current Curricular Description

English Language Development (ELD) Essentials is an elective, targeted support course designed to strengthen English language proficiency for students whose primary language is not English. This course is not a replacement for core English coursework, but rather provides focused instruction, practice, and intervention aligned to grade-level academic expectations and English language development standards. ELD Essentials is intended to support emerging multilingual learners by developing their reading, writing, speaking, and listening skills to ensure success across all content areas. Instruction emphasizes academic vocabulary, language structures, and communication skills needed to keep students on pace for grade-level coursework.

Course Catalog Description:

ELD Essentials provides targeted English language support for students who need additional development in academic English. This course focuses on strengthening reading, writing, speaking, and listening skills aligned to WIDA English Language Development Standards and Michigan English Learner (EL) Standards. It is designed to support students in successfully accessing their core academic classes. ELD Essentials helps ensure students remain on track to meet high school graduation requirements while building confidence and proficiency in English.

B. Standards for Learning

- ELD Essentials — Core Standards (Aligned to WIDA & Michigan EL Standards)
 - Social & Instructional Language (WIDA Standard 1): Communicate effectively for social and instructional purposes within the school setting.
 - Language of Language Arts (WIDA Standard 2 / Michigan EL Standard – Reading & Writing): Develop reading comprehension of grade-level texts; identify main ideas, supporting details, and key vocabulary; produce organized written responses using appropriate grammar and academic language.
 - Language of Content Areas (WIDA Standards 3–5 / Michigan EL Standards – Content Integration): Use academic language to access learning in mathematics, science, and social studies; interpret content-specific vocabulary and concepts.
 - Reading: Analyze and interpret grade-level texts using scaffolds; build vocabulary through context and explicit instruction.

- Writing: Construct sentences and paragraphs with increasing complexity; apply grammar, syntax, and organization appropriate to task and audience.
- Speaking & Listening: Engage in structured academic discussions; present ideas clearly; demonstrate comprehension through active listening and responses.
- Language Development: Acquire and apply academic vocabulary; use appropriate grammatical structures and language conventions.
- Language Practices (applied throughout):
Use language to communicate ideas, concepts, and information; adapt language use to purpose, task, and audience; build independence in academic language use.

C. Expected Student Learning Outcomes:

By the end of ELD Essentials, students will be able to:

- Demonstrate improved comprehension of grade-level texts through identification of main ideas and supporting details.
- Use academic vocabulary aligned to content areas in both speaking and writing.
- Construct clear, organized, and grammatically appropriate sentences and paragraphs.
- Participate in academic discussions using appropriate language supports and increasing independence.
- Apply listening strategies to understand classroom instruction and peer interactions.
- Use reading and writing strategies to support success in core content classes.
- Demonstrate measurable growth on WIDA-aligned language proficiency indicators (reading, writing, speaking, and listening).

D. Time Requirements:

One trimester course – one section will be offered per trimester (3 sections in total for 26-27 year)

E. Personnel Requirements

No additional personnel required; current EL full time teacher will be assigned to the course

F. Facilities and Equipment Requirements

No additional requirements other than dedicated classroom space with small storage area for materials

G. Teaching Strategies and Methodologies:

Instruction emphasizes language acquisition through research-based ELD strategies aligned to WIDA frameworks and Michigan EL guidance. Strategies include sheltered instruction (SIOP), modeling, sentence frames, scaffolding, collaborative learning, and explicit vocabulary instruction. Instruction is differentiated based on students' WIDA proficiency levels and incorporates frequent formative assessment to monitor growth and adjust support.

H. Materials and Textbook Needs:

No textbook required; materials will be developed by the GLHS English/EL team

Supplemental resources may include leveled texts, WIDA-aligned can-do descriptors, vocabulary supports, and digital language-learning tools

I. Costs

Zero additional costs

Potential grant funding for supplemental instructional materials (e.g., bilingual resources, language development tools)

J. Schedules

One section per trimester (3 sections in total) taught by a highly qualified teacher with EL certification or demonstrated experience with multilingual learners

K. Evaluation Procedures

Student progress will be monitored through frequent formative assessments, classroom performance tasks, and WIDA-aligned measures of language growth

Performance will be measured with a letter grade reflecting language proficiency growth, skill development, and engagement

L. Follow Up

Student WIDA data and classroom performance will be reviewed to determine continued support needs, placement, and potential exit from ELD services

M. Other Staff Affected

Collaboration with core content teachers and counseling/intervention team to align language support with classroom expectations, assignments, and assessments; increased awareness and use of language supports across content areas