

Emergent Bilingual High School Newcomer Guide *



The *Emergent Bilingual High School Newcomer Guide* is a one-pager designed to guide school personnel as they build class schedules for high school emergent bilingual (EB) students who are classified as newcomers. This guide is a result of a collaborative effort with secondary educators from districts and charters in the Region 4 area.

The purpose of this guide is to support Local Education Agency (LEA) and Education Service Center (ESC) staff with cross-collaboration to strengthen technical assistance for EB students in the following:

- Provide supplemental aligned professional development activities
- Assist parents and families of EB students in planning a trajectory to increase academic achievement
- Enhance effective program implementation for EB newcomers

Who

Emergent Bilingual (EB): A student identified by the language proficiency assessment committee (LPAC) who is in the process of acquiring English and has another language as the student's primary or home language.

Newcomer:

- Newcomers are typically defined as immigrant students in their first 3 years in US schools AND
- Texas English Language Proficiency Assessment System (TELPAS) beginner-intermediate AND/OR
- LAS Links scores in listening, speaking, reading, writing (1-2)
- During the initial enrollment, an LEA can include the student surveys linked in the How section in this guide.

During the initial enrollment, an LEA can include the student surveys linked in the How section in this guide. Once the initial LPAC has been completed, the appropriate high school newcomer pathway can be implemented.

When

What

The purpose of the *Emergent Bilingual High School Newcomer Guide* is to provide a pathway for onboarding newcomers for effective scheduling based on state course requirements and college and career. This document provides recommended guidance for initial intake, ongoing check-ins, and progress monitoring throughout the process.

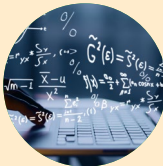
- Scheduling Interview Questions + LAS Links (students being identified for the first time) Initial Interview Questions for Newcomers
- Student Pre Interview Survey (Student fills this out on their own.)
Student Talents and Aptitude Form
- Ongoing check-ins

How

* This document was created as a guide and in no way is this a required path.

Assessment considerations to determine growth

Assessment considerations to determine growth occur throughout the year at the beginning, middle, and end. For more information on monitoring the progress of your newcomers, [please click here](#).

Newcomer Pathways				
Year	English Option 	Math Option 	Social Studies Option 	Science Option 
1	ESOL I + ELDA I	<ul style="list-style-type: none">Algebra 1Algebraic ReasoningStrategic Math	<ul style="list-style-type: none">World GeographyWorld History	<ul style="list-style-type: none">BiologyIntegrated Physics and Chemistry (IPC)
2	ESOL II + ELDA II			
3	English 3*	Geometry	US History	<ul style="list-style-type: none">ChemistryPhysicsEnvironmental Science
4	<ul style="list-style-type: none">English 4*Research and Technical Writing	Other Options	<ul style="list-style-type: none">GovernmentEconomics	
Electives: Consider student interest interview/survey, Languages Other Than English (LOTE) (including credit by exam), PE, Fine Arts, and Multilingual Acculturation Studies for Newcomers				info
<u>ESL Program Models</u>				
Content Based All content-area teachers must be ESL certified. All content courses are self-contained with newcomer EBs only.			Pull-Out Only English teachers must be ESL certified. The language arts courses are self-contained with EBs only.	
<u>Content-Based Language Instruction (CBLI)</u>				
<u>Supporting Emergent Bilingual Students in Texas</u>				

*After successful completion of ESOL courses, student will be placed in general on-level language arts courses.

<u>English for Speakers of Other Languages I (ESOL I)</u>	<u>English for Speakers of Other Languages II (ESOL II)</u>	<u>English Language Development Acquisition (ELDA)</u>	<u>Research and Technical Writing</u>
<ul style="list-style-type: none"> May be substituted for English I Recognizes critical processes and features of second language acquisition Provides appropriate instruction to enable students to meet the standards Recommended corequisite: English Language Development and Acquisition (ELDA) 	<ul style="list-style-type: none"> May be substituted for English II Recognizes critical processes and features of second language acquisition Provides appropriate instruction to enable students to meet the standards Recommended corequisite: ELDA 	<ul style="list-style-type: none"> Elective credit Offers instructional opportunities for secondary recent immigrant students with little or no English proficiency These students have scored at the very limited academic language level of the state approved English oral language proficiency tests. ELDA is a corequisite and should not be taken as a stand-alone course. 	The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. May be used as an English 4th Credit.