

Syllabus | Newcomer ELD

Newcomer English Language Development | Room 110 | 2025-2026
Megan Emrich | memrich@rsd7.net | 503-667-3186 Ext. 1026

Class Description

Welcome to ELD! In this class we will:

- practice **speaking** in English
- practice **listening** in English
- practice **reading** in English
- practice **writing** in English

You will learn language that will help you build conversation skills and succeed in your other high school classes such as **language arts, social studies, math, and electives.**

Student Responsibilities

1. Be **prepared**
2. Stay **organized**
3. Be **respect** to your teacher, other students and the classroom
4. Stay **engaged**

Student Rights

1. Feel **safe** in class
2. Feel **respected** in class
3. Get **help** when needed



Following these agreements will help you be successful in this class, in school, and in life!

Grading and assessment

- Notes, classwork, and participation (40%)
- Tests and final projects (60%)

Grade Percentage	Letter Grade	Description
90-100%	A	Demonstrates mastery of the content and completes exceptional work
80-89%	B	Demonstrates complete understanding of the content and completes above average work
70-79%	C	Demonstrates sufficient understanding of content and completes average work
60-69%	D	Demonstrates minimal understanding of content and completes below average work
50-59%	F	Demonstrates little to no understanding and does not complete work

Late Work Policy:

I will accept all work from the current unit of study until the end of the unit. Points given for participation in class language practice can be made up through an alternative assignment. Please connect with me before or after school if you are absent.

Cell Phone Policy – Off and Away

All students are required to keep all personal electronic devices—including cell phones, smartwatches, and wired/wireless earbuds or headphones—powered off and stored away for the entire school day. This includes during class time, passing periods, and lunch/breaks.

Units of Study:

Unit 1: Getting off to a good start

- Objective: Use pronouns and “to be” verbs to introduce ourselves, make requests, and share our feelings
- Vocabulary focus: school locations and classroom supplies

Unit 1: Daily routines

- Objective: Use sequence words, possessive adjectives, and “to be” verbs to describe activities throughout the day
- Vocabulary focus: sequence words, verbs for school and home activities

Unit 2: Community and People

- Objective: Use present progressive verbs and adjectives describe people and their roles in the community
- Vocabulary focus: community places, jobs, community activities

Unit 3: Food, Family and Celebrations

- Objective: Use sensory and possessive adjectives and simple present verbs tense to describe our family members, foods, and celebrations.
- Vocabulary focus: members of a family, foods, celebratory activities

Unit 4: Seasons and Weather

- Use modal verbs to describe the best clothing to wear, activities, and food for each season
- Vocabulary focus: season names, clothing, food, activities

Unit 5: Animal Habitats and Adaptations

- Use adjectives to describe animals and the adaptation that help them survive
- Vocabulary focus: biomes, animal names

Unit 6: Reflecting on the School Year

- Use past tense verbs to describe the school year
- Vocabulary: review of vocabulary throughout the year (weather, classes, activities ect.)

- Please review the **POWER** expectations, cell phone policy, and class syllabus with your parent or guardian and return with a signature

Signature _____

Date _____

