

# ESOL Language Program - State Board Rule Summary Guidance

The following overview of [State Board Rule 160-4-5-.02](#) provides a summary of the state guidance for ESOL Language Programs. Detailed information on English learner (EL) entrance and exit procedures can be found in *EL Language Programs – State Guidance* document on the [ESOL Language Program](#) webpage.



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## Eligibility and Purpose of ESOL Language Instruction Program

When children and youth enter U.S. schools, they are placed at a grade-level according to their chronological age; however, they differ greatly in development, background experiences, and home language. According to guidance from the U.S. Department of Education's (ED) Office for Civil Rights and the Department of Justice's (DOJ) Civil Rights Division\*, all students who are identified as English learners (ELs), including English learners with disabilities (EL/SWD), must be provided with an educationally sound and effective English language instruction program. Initial and continuing eligibility and exit criteria for English learner (EL) status, and subsequently, for services in the school's ESOL language program, are explained in the *EL Language Programs – State Guidance, EL Entrance & Exit Procedures* and *EL Entrance and Exit Flowcharts* found on the [ESOL Language Program](#) website.

The English to Speakers of Other Languages (ESOL) Program is designed to help English learners participate meaningfully and equally in educational programs and services as required by the Office for Civil Rights (OCR).\* The purpose of the ESOL language program is to provide strategic language instruction such that EL students develop academic English and meet challenging state academic content and achievement standards. The ESOL language program is part of the school's Coherent Instructional System (See [Georgia's Systems of Continuous Improvement Framework](#)). The ESOL language instruction program is a core instructional program within [Georgia's Tiered System of Supports for Students](#) given that EL students receive language instruction and support services based on individual needs. ESOL provides a personalized structure for meeting the foundational English language development needs of EL students so they can engage in grade level instruction and assessment in English and graduate ready to learn, ready to live, and ready to lead.

## Structure of ESOL Language Program

### ESOL Teachers & Staff

According to the [ESOL State Board Rule 160-4-5-.02](#), ESOL teachers must hold a clear teaching certificate and “shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission”. In many school systems, a designated ESOL Coordinator oversees the state ESOL language program. In addition, some school systems fund ESOL instructional coaches to support teachers and staff. ESOL teachers must meet the professional qualifications established by the school system ensuring that schools meet civil rights obligations to English learners.\* To be considered in-field for ESSA reporting purposes, teachers who teach ESOL courses or provide ESOL services must hold an ESOL endorsement, P-12 ESOL certification, hold a degree in ESOL, or have completed 21 semester hours of ESOL coursework. (See the *ESSA In-Field Implementation Guide*, p. 30 on the [Professional Qualifications & ESSA In-Field Reporting webpage](#).) Finally, if a school system uses paraprofessionals to provide language assistance services to EL students that supplement those provided by qualified teachers, it may do so only if the paraprofessional is trained to provide services to EL students and instructs under the direct supervision of a qualified teacher.\*

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\* U.S.D.OJ and U.S.D.E. January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#)

## ESOL State Funded Segments

English learners served in the ESOL language program shall receive the equivalent of at least five segments per week of English language instruction in one or more of the ESOL service delivery models using English language development resources. The [ESOL State Board Rule 160-4-5-.02](#) states that “for purposes of funding” ESOL segments should be counted as summarized in the table below. LEAs with a waiver of this rule or O.C.G.A. § 20-2-156 may have been granted flexibility regarding classroom instructional time. Please contact [flexibility@doe.k12.ga.us](mailto:flexibility@doe.k12.ga.us) or visit the [GaDOE Charter Schools and District Flexibility](#) webpage for more information.

Grade Levels	Daily Minutes Per Segment	Daily ESOL Segments Maximum	Weekly Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
Block Schedule	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

Refer to the [Data Collections](#) webpage for questions about Full-Time Equivalent (FTE).

## ESOL Delivery Models

The State Board of Education (SBOE) [Rule 160-4-5-.02](#), updated October 2020, establishes that schools shall provide English language assistance to all English learners through the State funded ESOL program. Any combination of the following ESOL instructional delivery models may be used within a system or school depending on EL students’ unique language proficiency levels, time in U.S. schools, background experiences, and other characteristics of students and schools that require language instruction to be delivered through different models of service. The US ED [May 18, 2020 Fact Sheet](#) issued guidance regarding schools providing ESOL language instruction using research-based models during periods of distance learning.

MODEL	Description	Teacher(s)
<b>Push-In / Collaborative</b>	Students remain in core academic classes where they receive content instruction from the content teacher and targeted language instruction from the ESOL teacher.	Content teacher and ESOL teacher
<b>Pull-Out</b>	Students are removed from a general education class for the purpose of receiving small group language instruction from the ESOL teacher.	ESOL teacher
<b>Scheduled ESOL</b>	Students receive instruction in foundational social/instructional English and the academic English of mathematics, science, social studies, or English language arts in a class composed only of ELs taught by an ESOL teacher.	ESOL teacher
<b>Scheduled ESOL @ a Newcomer Program</b>	EL students participating in a Newcomer Program for recently arrived immigrants receive instruction in foundational social/instructional English and the academic English of mathematics, science, social studies, or English language arts in a class composed only of ELs taught by an ESOL teacher.	ESOL teacher

<b>Sheltered Content</b>	Students at the middle and high school levels receive both academic language and content instruction from a content teacher who is ESOL endorsed or certified in a classroom composed only of ELs.	Content teacher, ESOL endorsed or certified
<b>Sheltered Content @ a Newcomer Program</b>	EL students at the middle and high school levels participating in a Newcomer Program for recently arrived immigrants receive both academic language and content instruction from a content teacher who is ESOL endorsed or certified in a classroom composed only of ELs.	Content teacher, ESOL endorsed or certified
<b>Resource Center/Lab</b>	Students receive language instruction from an ESOL teacher in an individual or group setting supplemented by multimedia materials or digital language learning resources.	ESOL teacher
<b>Dual Language Immersion</b>	Students participating in a dual language immersion program receive English language instruction from the teacher with ESOL professional qualifications who is providing instruction during the English portion of the academic day.	Content teacher, ESOL endorsed or certified
<b>Innovative Delivery Model</b>	Approved in advance by the Georgia Department of Education for traditional LEAs without a waiver of this rule or O.C.G.A. § 20-2-156.	TBD

For coding requirements and additional information, see *Data Collections Reporting Delivery Models* on the [Data Collections](#) webpage. See also the *ESSA In-Field Implementation Guide* on the [Professional Qualifications & ESSA In-Field Reporting webpage](#) for more information on how ESOL delivery models and GAPSC teacher certification align for In-Field determinations.

While some ESOL delivery models of instruction may require that EL students receive separate instruction (Scheduled and Sheltered models), the ED and GaDOE expect schools to implement their chosen ESOL delivery model and language program in such a way that it avoids unnecessary segregation of EL students. See ED & DOJ's January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#), pp. 22-24 for more information on how to examine whether the nature and degree of segregation is necessary to achieve the goals of the ESOL language program.

### ESOL Class Size

State Board of Education (SBOE) Rule 160-5-1-.08 establishes class sizes which schools can use to design an ESOL program based on student need and school capacity. LEAs with a waiver of this rule or O.C.G.A. § 20-2-156 may have been granted flexibility regarding class sizes. Please contact [flexibility@doe.k12.ga.us](mailto:flexibility@doe.k12.ga.us) or visit the [GaDOE Charter Schools and District Flexibility](#) webpage for more information. Note that the minimum funding size means a school system earns one state-funded ESOL QBE/FTE for every seven ESOL class segments reported to the state during FTE collection.

Grade Levels	Funding Class Size	Maximum Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20



## English Language Development Standards

As a member of the WIDA Consortium, teachers in Georgia use the WIDA English language development standards (ELDS) framework and resources to guide the development of scaffolded ESOL language instruction courses and to design plans of instruction appropriate for students' English language proficiency levels. Language instruction educational lessons must be planned and implemented to develop students' listening, speaking, reading, and writing skills within the knowledge, skills, and enduring concepts outlined in *Georgia's Standards of Excellence, K-12* and to understand the academic language used in English language arts, mathematics, science, social studies, and other academic content areas.

[State Board Rule 160-4-2-.03](#) outlines a variety of state funded ESOL courses that can be used to design effective ESOL programs at the elementary, middle, and high school levels. See p. 12 of this *Summary Guidance* for a list of ESOL courses and their descriptions.

## Providing English Learners Meaningful Access to Core Content

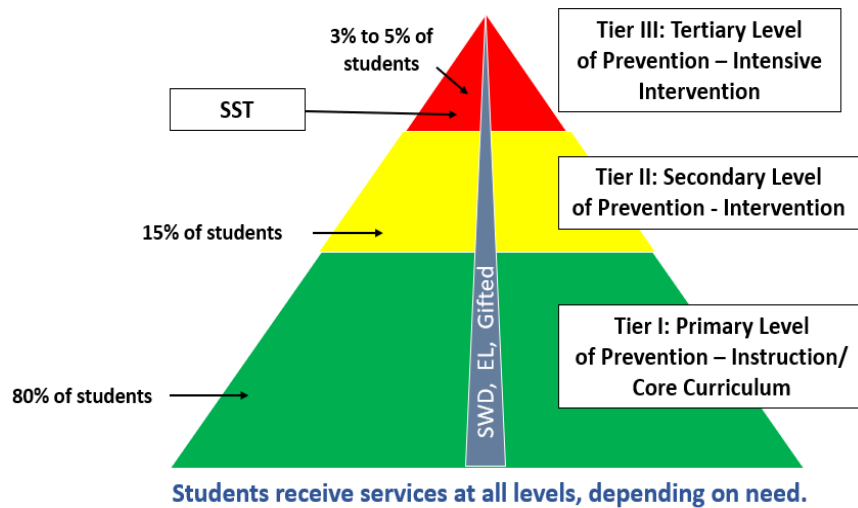
English learners are entitled to instruction in the school system's core curriculum, including specialized and advanced courses. One way to meet this obligation is to provide meaningful access to grade-appropriate core content from the start of the ESOL program while using appropriate language scaffolds and instructional strategies. Placing ELs in age-appropriate grade levels will provide meaningful access to programs designed to help them meet grade-level standards within a reasonable time and with an equal opportunity to graduate. (See ED/DOJ's January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#), pp. 17-24 and ED's Office for English Language Acquisition's [English Learner Toolkit](#), Chapter 4.)

- Specialized instruction in the core curriculum should be age-appropriate and of equal rigor as instruction to English-only students.
- When scaffolding instruction, schools must ensure they are not using a less rigorous curriculum that could leave EL students with academic deficits.

Each school system should establish policies and procedures for meeting schools' legal obligations to provide EL students meaningful access to core content. A best practice would be: *"If a lower grade level placement is necessary due to lack of formal schooling, it should not be more than one year below English-speaking peers of the same age."*

## ESOL Language Program Aligned to Georgia's Tiered System of Supports for Students (MTSS): Multi-Level Prevention System

Even though the core ESOL Language program provides high-quality language-focused instruction for **all** English learners that addresses core content standards (Tier I), some EL students may need supplemental support in language and literacy (Tiers II and III). The chart below outlines how the ESOL language program can align to Georgia's MTSS framework.



	Focus	Instruction	Assessments	ESOL Delivery Models
<b>Tier I:</b> Primary Level of Prevention <b>(Core academic English language instruction)</b>	ALL identified EL students receive Tier 1 ESOL language instruction services and support (WIDA Language Screeners)  Parent outreach and training	<ul style="list-style-type: none"> <li>Standards-based, including English language development (ELD) standards</li> <li>Evidence-based, high-leverage instructional practices &amp; routines</li> <li>High-quality, differentiated language and literacy instruction, appropriately scaffolded for students' linguistic and academic needs</li> <li>Meaningful opportunities to practice language skills</li> <li>Multiple means of representation</li> </ul>	<ul style="list-style-type: none"> <li>Linguistically aligned assessment practices</li> <li>Monitoring progress of English language development (ELD) in listening, speaking, viewing, reading, and writing</li> <li>Regular review of student data</li> <li>Outcome measures of ELP (ACCESS for ELLs test)</li> </ul>	Push-In / Collaborative during grade-level content classes  Sheltered Content Schedule ESOL (if addresses state standards)  Innovative (Per local design)
<b>Tier II:</b> Secondary Level of Prevention  <b>Academic English language Intervention in addition to core content</b>	EL students identified through screening and various data sources who are at risk for poor learning outcomes due to low levels of English language proficiency (ELP) and who need additional	Supplemental English language instruction or language-focused intervention that is: <ul style="list-style-type: none"> <li>delivered to small groups,</li> <li>targeted to the language domain(s) of need,</li> <li>uses research-based language focused interventions,</li> </ul>	Progress monitoring (minimum once per month) language-specific diagnostic assessments	Scheduled ESOL  Resource Center/Lab  Push-In during small group intervention class period (per design)

	instruction in English language development	<ul style="list-style-type: none"> <li>• uses high-leverage practices, and</li> <li>• is implemented with fidelity (i.e., consistent with the way it was designed)</li> </ul> <p>(Commercial intervention programs must have data demonstrating their effectiveness to increase ELP and academic proficiency in ELs.)</p>		<p>Newcomer programs (per design)</p> <p>Innovative (per design)</p> <p>Title I, Part A and/or Title III, Part A funded language intervention activities during extended learning opportunities (tutoring / summer school)</p>
<b>Tier III: Tertiary Level of Prevention (<i>Intensive Intervention</i>)</b>	<p>EL students who have not responded to primary or secondary levels or prevention.</p> <p>SST is most often initiated at this tier.</p>	<p>Intensive, supplemental instruction delivered to small groups or individuals and adapted to address student needs (Increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).</p>	<p>Progress monitoring (minimum once per week), academic and/or language specific diagnostic assessments</p>	N/A

For more information on English learners in Georgia’s MTSS Framework, visit the [MTSS webpage](#).

### English Learners with Disabilities

Under the IDEA, school districts must identify, locate, and evaluate all children who may have disabilities and who need special education and related services. A student cannot be determined to have a disability if the “determinant factor” is limited English proficiency and the student does not otherwise meet the definition of a child with a disability under the IDEA.\* In addition, the IEP team must consider the language needs of an English learner as those needs relate to the child’s IEP.

Students who qualify for both ESOL and Special Education are entitled to receive services and instruction in both programs as applicable. English learners with disabilities (EL/SWD) have the right to testing accommodations on all assessments, including language screening and assessment, per IEP determination. (See the current *Student Assessment Handbook* on the [GaDOE Assessment webpage](#).)

For more information, see GaDOE’s [English Learners with Disabilities](#) webpage for more information. See ED/DOJ’s January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#), pp. 25-29 and ED’s Office of English Language Acquisition’s [English Learner Toolkit](#), (2017), Chapter 6.



## Exiting EL Students from ESOL Program

The uniform statewide standardized EL Exit Procedures and EL Exit Flowcharts for ELs and EL/SWDs are posted on the [ESOL Language Program](#) website in the *EL Language Programs – State Guidance* document. Students who meet the state’s definition of English proficient or the school system has reclassified as English proficient following state and local procedures shall be exited from English learner status and subsequently, shall be exited from ESOL language program services.

## Monitoring of Exited Students’ Progress

The academic progress of students who have exited the EL status and ESOL program shall be monitored for two years post exit, per the Office for Civil Rights. (See ED/DOJ’s January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#), pp. 32-35 and ED’s Office of English Language Acquisition’s [English Learner Toolkit](#), 2017, Chapter 8.) The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the general classroom. School systems have flexibility to determine the timeline, manner, and format for the post-exit monitoring process.

## EL Student Records

Eligibility records and exit documentation must be maintained at the local school and made available for transferring and monitoring upon request. Core ESOL records include the original dated signed Home Language Survey or its equivalent, original dated WIDA Screener, copy of yearly ACCESS for ELLs/Alternate ACCESS test results, copy of yearly Parental Waivers (when applicable), EL Reclassification Form (when applicable), copy of yearly EL/TPC (see the current *Student Assessment Handbook* on the [GaDOE Assessment webpage](#)), copy of Parent Notification of EL eligibility and exit from program, when applicable. Documentation of educator periodic monitoring of exited EL students’ progress for two years should also be maintained. See [Core EL Documentation](#) on the ESOL Language Program webpage.

## Assessment and Accountability

[SBOE 160-3-1-.7](#) establishes that all English learners must be assessed annually for language proficiency, whether they are receiving ESOL services or not. As a member of the WIDA Consortium, all ELs will be administered either the ACCESS for ELLs or the Alternate ACCESS each year, as applicable. The [Assessment Division](#) oversees the training and administration of these assessments. There is no assessment exemption for identified EL students who are not receiving ESOL services.

In addition, all English learners must participate in the Georgia Kindergarten Inventory of Developing Skills, Milestones End of Grade and End of Course assessments, and Georgia Alternate Assessments as applicable. EL students are eligible for testing accommodations on state assessments, as established by the English Learner Testing Participation Committee (EL/TPC) and explained in the current *Student Assessment Handbook* on the [GaDOE Assessment webpage](#)).

## Accountability

EL students' progress toward English language proficiency and achievement data are part of the College and Career Ready Performance Index (CCRPI) calculations and may be used in the identification of schools in need of targeted support (TSI) and comprehensive support (CSI). Please refer to the [Accountability](#) webpage for more information.

## Reporting Procedures

The GaDOE [Data Collections Office](#) oversees the school system's reporting of student information to the state. Please refer to the Data Collections webpage for all information on data elements in student record and student class.

## Parental Engagement

Schools must adequately notify parents of English learners regarding their child's eligibility for EL status and services in the school's ESOL language program. (See [ESOL Form Bank](#) for sample parent notifications.)

Parents have the right to decline or opt their children out of the school's ESOL program or specific services within that program. A parents' decision to opt their child out of ESOL must be **knowing and voluntary**. If parents opt their children out of ESOL, the children retain their EL status, and the schools must take affirmative steps and appropriate action to meet the needs of opt-out EL students and periodically monitor their progress towards full participation in educational programs.\*

Schools must ensure meaningful communication with EL parents in a language they can understand "about any program, service, or activity of a school that is called to the attention of non-EL parents".\* Schools must ensure parents understand the results of the annual English language proficiency assessment and their child's trajectory toward English proficiency and academic achievement. See the [Office for Civil Rights website](#) for a list of essential information that must be provided EL parents in a language they understand and the [Dear Colleague Letter](#) for more information. During registration processes, parents report their preferred language for school communication.

Schools must provide language assistance to limited English proficient parents effectively with appropriate, competent staff or appropriate and competent outside resources. Schools must ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at hand. In addition, schools must ensure that interpreters and translators are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality. Schools may not rely on other students, siblings, friends, or untrained school staff to translate or interpret for parents.\*

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\* U.S.D.O.J and U.S.D.E. January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#)

## References & Frequently Asked Questions

[ESOL State Board Rule 160.4.5.-02](#) (updated October 2020)

\*U.S.D.O.J and U.S.D.E. January 7, 2015, [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#)

**Q: How many FTE segments may we count for EL students?**

**A:**

- Grades 1-3 = 1 segment
- Grades 4-8 = 1-2 segments
- Grades 9-12 = 1- 5 segments

**Q: How should parents be notified of student eligibility and participation in ESOL?**

**A:** The state has provided school systems with a parent notification for ESOL services letter template in 15 languages. See [ESOL Form Bank](#).

**Q: Are ESOL students eligible to participate in the EIP program?**

**A:** Yes, see [GaDOE EIP Guidance](#) Q & A Appendix, Q 9, p. 25

**Q: How should we assign grades to English learners?**

**A:** The GaDOE does not provide school systems with guidance on grading since that is a local decision. Many EL focused websites, such as [ColorínColorado.org](#) have published resources on assigning grades and assessing ELs. It is important that teachers establish language learning and content learning goals for ELs, personalized and differentiated, and then evaluate how well students meet these goals. The [WIDA English Language Development Framework, 2020 Edition](#) is an excellent resource for developing language learning goals by grade level, content, and English language proficiency level.

## ESOL State-Funded Course Names, Numbers, Standards, and Descriptions

### Acronyms

- **WIDA ELDs** = WIDA’s English Language Development Standards adopted by Georgia in 2006
- **GSE** = Georgia Standards of Excellence

State Funded Course Number	State Funded Course Title	Standards Taught	Course Description
<b>Grades K-5 Courses</b>			
55.00100	<b>ESOL/Grade K</b>	WIDA ELDs Kindergarten & GSE for Kindergarten	Based on the <b>WIDA English Language Development (ELD) Standards Framework</b> , this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Kindergarten</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Kindergarten Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Kindergarten GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Use <i>inform</i> is taught for English language arts, mathematics, science, and social studies.
55.00200	<b>ESOL/Grade 1</b>	WIDA ELDs Grade 1 & GSE for Grade 1	Based on the <b>WIDA English Language Development (ELD) Standards Framework</b> , this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence for Grade 1</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 1 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 1 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Use <i>inform</i> is taught for English language arts, mathematics, science, and social studies.
55.00300	<b>ESOL/Grade 2</b>	WIDA ELDs Grade Cluster 2-3 & GSE for Grade 2	Based on the <b>WIDA English Language Development (ELD) Standards Framework</b> , this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 2</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 2-3 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 2 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Use <i>inform</i> is taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.

State Funded Course Number	State Funded Course Title	Standards Taught	Course Description
55.00400	ESOL/Grade 3	WIDA ELDS Grade Cluster 2-3 & GSE for Grade 3	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out Language Functions or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 3</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 2-3 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 3 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Use <i>inform</i> is taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.
55.00500	ESOL/Grade 4	WIDA ELDS Grade Cluster 4-5 & GSE Grade 4	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 4</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 4-5 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 4 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Uses <i>narrate, inform, and argue</i> are taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.
55.00600	ESOL/Grade 5	WIDA ELDS Grade Cluster 4-5 & GSE Grade 5	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 5</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 4-5 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 5 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Uses <i>narrate, inform, and argue</i> are taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.

State Funded Course Number	State Funded Course Title	Standards Taught	Course Description
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Grades 6-8 Courses

55.01100	ESOL/Grade 6	WIDA ELDS Grade Cluster 6-8 & GSE Grade 6	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ). <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 6</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 6-8 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 6 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Uses <i>narrate, inform</i> , and <i>argue</i> are taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.
55.01200	ESOL/Grade 7	WIDA ELDS Grade Cluster 6-8 & GSE for Grade 7	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 7</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 6-8 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 7 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Uses <i>narrate, inform</i> , and <i>argue</i> are taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.
55.01300	ESOL/Grade 8	WIDA ELDS Grade Cluster 6-8 & GSE Grade 8	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social, instructional, and academic language proficiency. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ), <b>Language Expectations</b> for interpretive and expressive content-driven language learning, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language necessary to learn the <b>Georgia Standards of Excellence (GSE) for Grade 8</b> . Individualized to meet the needs of ELs and differentiated by language and literacy levels as described in <b>WIDA's Grade 6-8 Proficiency Level Descriptors</b> , this course scaffolds language for listening, speaking, reading, writing, and viewing in all areas of the Grade 8 GSE. Emphasis is placed on language for social and instructional purposes, although the Key Language Uses <i>narrate, inform</i> , and <i>argue</i> are taught for English language arts, and <i>explain</i> and <i>argue</i> are taught for mathematics, science, and social studies.

State Funded Course Number	State Funded Course Title	Standards Taught	Course Description
Grades 9-12 Elective Courses			

55.02100	<b>Communication Skills I</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for all content areas	Based on the <b>WIDA English Language Development (ELD) Standards</b> Framework, this course is designed to increase English learners' (ELs) social and instructional language proficiency in listening, speaking, reading, writing, and viewing at the word, sentence, and discourse levels. The course introduces ELs to four <b>Key Language Uses</b> ( <i>narrate, inform, explain, argue</i> ) for social and instructional purposes, <b>Language Expectations</b> for interpreting and expressing in English, and <b>Language Features</b> as resources to carry out <b>Language Functions</b> or common language patterns of English language. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02110	<b>Communication Skills in Mathematics</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for Mathematics	This course introduces English learners (ELs) to the eight <i>Standards for Mathematical Practice</i> and to the academic language of mathematics necessary to learn foundational mathematics concepts in English that will help them be successful in high school mathematics courses. The goal of this course is for students to become proficient in the academic English essential for understanding (listening, reading, and viewing) and effectively communicating (speaking, writing, and representing) the mathematical language included in the <i>Georgia Standards of Excellence for Mathematics, 9-12</i> . Focusing on four Key Language Uses ( <i>narrate, inform, explain, and argue</i> ) this course teaches students how English works to inform, explain and argue while <b>making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others</b> . Emphasis is placed on Language Expectations for interpreting and expressing mathematics, and Language Features as resources to carry out Language Functions or common language patterns of English language. The course is individualized to meet the needs of ELs based on prior learning and experiences in mathematics. The suggested English language proficiency level of the English learner is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' English language needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02120	<b>Communication Skills in Science</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for Science	This course introduces English learners (ELs) to the listening, speaking, reading, writing, and viewing skills necessary to learn science disciplinary core ideas leveraging the science and engineering practices which will help students be successful in high school science courses taught in English. The goal of this course is for students to become proficient in the academic English essential for understanding (listening, reading, and viewing) and effectively communicating (speaking and writing) the scientific language included in the <i>Georgia Standards of Excellence for Science, 9-12</i> . This course teaches students how to <b>obtain, evaluate, and communicate information</b> just as scientists do to explain phenomena. Students should engage with real world phenomena and learn to leverage real world experiences to gain both science knowledge and English proficiency. Focusing on four Key Language Uses ( <i>narrate, inform, explain, and argue</i> ), this course teaches students how to inform, explain and argue in English while using the science and engineering practices to engage with the disciplinary core ideas of science. Emphasis is placed on Language Expectations for interpreting and expressing scientific ideas, and Language Features as resources to carry out Language Functions or common language patterns of English language. The course is individualized to meet the needs of ELs based on prior learning and experiences in science. The suggested English language proficiency level of the English learner is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in <b>WIDA's</b>

			<b>Grades 9-12 Language Proficiency Level Descriptors.</b> This course awards elective credit.
55.02130	<b>Communication Skills in Social Studies</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for Social Studies	This course introduces English learners (ELs) to the <b>connecting themes and enduring understandings</b> associated with the <i>Georgia Standards of Excellence for Social Studies, 9-12</i> . The goal of this course is for students to become proficient in the academic English essential for understanding (listening, reading, and viewing) and effectively communicating (speaking and writing) the scientific language included in the <i>Georgia Standards of Excellence for Social Studies, 9-12</i> . Focusing on four Key Language Uses ( <i>narrate, inform, explain, and argue</i> ), this course teaches students to understand and communicate social studies concepts. Emphasis is placed on Language Expectations for interpreting and expressing social studies ideas, and on Language Features as resources to carry out Language Functions or common language patterns of English. The suggested English language proficiency level of the English learner is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02200	<b>Communication Skills II</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE	Based on the WIDA English Language Development (ELD) Standards Framework, this course is an expansion of Communications Skills I with the inclusion of content vocabulary, information, ideas, and concepts from the high school Georgia Standards of Excellence in English Language Arts. Emphasis is placed on understanding and using English to narrate, inform, explain, and argue at the word, sentence, and discourse levels in all language domains: listening, speaking, reading, writing, and viewing. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-2. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02300	<b>Reading and Listening in the Content Areas</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for all content areas	This course focuses on English learners' (ELs) comprehension of English by developing the interpretive skills of listening and reading necessary for success in high school content areas. Based on the WIDA English Language Development (ELD) Standards Framework, the course teaches students how to understand and interpret through listening and reading common patterns of language use in language arts, mathematics, science, and social studies. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 1-3. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02400	<b>Oral Communication in the Content Areas</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for all content areas	This course supports all high school content courses by focusing on English learners' (ELs) comprehension of English and develop the interpretive skill of listening and the expressive skill of speaking that are both necessary for success in these courses. Based on the WIDA English Language Development (ELD) Standards Framework, the course teaches students how to understand and use common patterns of language found in language arts, mathematics, science, and social studies. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02500	<b>Writing in the Content Areas</b>	WIDA ELDS Grade Cluster 9-	This course supports all high school content courses by teaching English learners (ELs) how to write across the content standards of English language arts, mathematics, science, and social studies. Based on the WIDA English Language

		12 & 9-12 GSE for all content areas	Development (ELD) Standards Framework, this course emphasizes writing for academic purposes to narrate, inform, explain, and argue in each discipline. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02600	<b>Reading and Writing in Science</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for Science	This course supports high school science courses by teaching English learners (ELs) the reading and writing skills necessary to <b>obtain, evaluate, and communicate information</b> effectively in English. Drawing from the WIDA English Language Development (ELD) Standards Framework, this course focuses on strategies for reading scientific texts for comprehension to <i>inform, explain, and argue</i> in writing. Although the primary purpose of this course is for students to comprehend scientific text when reading and communicate information about scientific ideas in writing, the listening and speaking skills should also be developed within the context of the course syllabus. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02610	<b>Reading and Writing in Social Studies</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for Social Studies	This course supports high school social studies by teaching disciplinary literacy to English learners (ELs) through the reading, writing, and information processing standards outlined in each course of the Georgia Standards of Excellence for Social Studies in Grades 9-12. Framed in WIDA English Language Development (ELD) Standards, this course includes strategies for interpreting social studies sources and using disciplinary literacy to inform, explain, and argue in English. The suggested English language proficiency (ELP) level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
55.02700	<b>Academic Language of Science and Math</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for Science and Mathematics	The goal of this course is for English learners (ELs) to become proficient in the academic English necessary to read, interpret, analyze, and appropriately use the academic language included in the Georgia Standards of Excellence for Mathematics and Science, 9-12. This course focuses on teaching the interpretive and expressive language skills needed to decode the specialized vocabulary, symbols, and text in English that students would be expected to understand and use in science and mathematics courses. Drawing from the WIDA English Language Development (ELD) Standards Framework, this course teaches students how to listen to comprehend orally presented information and read to comprehend written text. The course also focuses on students' use of high school scientific and mathematical terminology when speaking and writing to <i>inform, explain, and argue</i> while obtaining, evaluating, and communicating scientific information and mathematics content areas. The suggested English language proficiency level of the EL student is WIDA's Overall Composite Proficiency Level (CPL) 2-3. The course addresses students' needs as outlined in <b>WIDA's Grades 9-12 Language Proficiency Level Descriptors</b> . This course awards elective credit.
<b>State Funded Course Number</b>	<b>State Funded Course Title</b>	<b>Standards Taught</b>	<b>Course Description</b>
<b>Grades 9-12 Credit Bearing Courses</b>			
23.09100	<b>English ESOL I</b>	GSE (TBD) and WIDA Grades 9-12	Refer to the descriptors for the corresponding ELS course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.

		ELA Standards Resources	
23.09200	<b>English ESOL II</b>	GSE (TBD) and WIDA Grades 9-12 ELA Standards Resources	Refer to the descriptors for the corresponding ELS course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.
23.09300	<b>English ESOL III</b>	GSE (TBD) and WIDA Grades 9-12 ELA Standards Resources	Refer to the descriptors for the corresponding ELS course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.
23.09400	<b>English ESOL IV</b>	GSE (TBD) and WIDA Grades 9-12 ELA Standards Resources	Refer to the descriptors for the corresponding ELS course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.
23.09500	<b>Advanced Study English ESOL V</b>	GSE (TBD) and WIDA Grades 9-12 ELA Standards Resources	Refer to the descriptors for the corresponding ELS course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.
23.09600	<b>Advanced Study English ESOL VI</b>	GSE (TBD) and WIDA Grades 9-12 ELA Standards Resources	Refer to the descriptors for the corresponding ELS course offered by the local school system. This course follows the aligned GSE ELA course with differentiation, scaffolds, and appropriate teaching strategies for English learners.