

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE: English Learner Academic Language Development: Course A

COURSE NUMBER: 000690

CBEDS NUMBER: 2110

DEPARTMENT: English Language Development (ELD)

LENGTH OF COURSE: Year (on the pilot application)

CREDITS PER SEMESTER: 5

GRADE LEVEL(S): 9, 10, 11, 12

REQUIRED OR ELECTIVE: Elective

PREREQUISITES:

Required – None

Recommended - None

BOARD OF EDUCATION ADOPTION: June 13, 2016

COURSE DESCRIPTION:

English Learner Academic Language Development (ALD) Course A is designed to teach Long-term English Learners the academic language necessary for the academic success that leads to reclassification. The course uses ELAchieve’s Constructing Meaning instructional units, Determining an Identity and Recognizing Acts of Heroism, to teach portable academic language and to guide reflection on academic identity. Students in this class also read and discuss culturally relevant novels and work with their teacher to set personal academic goals and monitor their progress toward them.

COURSE PURPOSE:

English Learner Academic Language Development (ALD) Course A is designed to teach Long-Term English Learners the academic language necessary for the academic success that leads to reclassification. The core instructional units, Determining an Identity and Recognizing Acts of Heroism, parallel and reinforce the grade-level expectations of a freshman or sophomore English language arts course, while also providing English Language Development instruction at the Early Advanced and Advanced proficiency levels. Students in this class also read and discuss culturally relevant novels and work with their teacher or assigned staff member to set personal academic goals and monitor their progress toward them. The purpose of the course is to provide Long-term English Learners with the academic mentoring, the instruction in the forms and functions of academic language, and the strategically-scaffolded practice reading, speaking, and writing about grade-level-content-related themes that they need to Reclassify as Fluent English Proficient.

COURSE OUTLINE:

1st semester Theme: Determining An Identity

Essential Question: How do our choices impact our identity and influence our sense of self?

Overall Student Learning Goal: Students will understand the complex nature of identity and become aware of how their choices can impact their belief in what is possible.

Topics and Incorporated Articles/Texts:

Our Academic Selves: Students read *Smart Strategy: Think of the Brain as a Muscle* by Charles Q. Choi, *Generation STEM: What Girls Say About Science, Technology, Engineering, and Math*, and other relevant articles brought in by the teacher to study the developing nature of the teenage brain and then use cause and effect language to explain how current brain research applies to their academic sense of self.

The Power of Peer Influence: Students read *A Teen's Friends are A Powerful Influence* by Valerie Ulene and then use textual evidence and data to discuss the impact that peers and friends can have on a person's sense of self.

Stereotyping: Through reading Nancy Solomon's *Facing Identity Conflicts, Black Students Fall Behind*; creating, viewing, and responding to PowerPoint presentations; and participating in a Socratic Seminar, students will examine how the dynamics of group behavior and the act of stereotyping can have an impact on academic and personal identities.

2nd Semester Theme: Recognizing Acts of Heroism

Essential Question: When can a single act establish an ordinary person as a hero?

Overall Student Learning Goal: Students will understand the concept of heroism and be able to support their ideas about how heroic stature is achieved.

Topics and Incorporated Articles/Texts:

Defining Heroism: Students will read Carol Rzedkiewicz's article *What is a Hero?* and define the concept of heroism and describe heroic actions.

Determining Heroic Acts: Students will take directed notes from the article *Four of a Kind* by Rick Reilly and summarize key points about heroism and heroic actions.

Deciding who is a hero: After reading *A Tragic Hero for Our Times* by E. Levy and M. Muncy-Silva, students will define the key characteristics of a tragic hero and use academic cause and effect language to explain how a hero becomes a tragic figure.

Both semesters:

In addition to these core instructional units, teachers will guide students in reading one of the following thematically-related (Determining an Identity) culturally relevant novels each semester, in creating and discussing text-to-self connections, and in writing responses to literature:

House on Mango Street by Sandra Cisneros; *Call Me Maria* by Judith Ortiz Cofer; *Walking Stars: Stories of Magic and Power* by Victor Villasenor; *Muchacho* by Louanne Johnson; *Stargirl* by Jerry Spinelli; *The Bully* by Paul Langan; *The Gun* by Paul Langan

Teachers will guide students in reading student essays from *We Are Alive When We Speak for Justice* and using those essays as mentor texts to create their own personal essays, published in the form of a class portfolio at the end of the year.

Students also read and respond (in paired and small group discussions and in writing) to topical high interest articles pulled from

- *Upfront* magazine (New York Times publication)
- The New York Times
- Newsela.com
- Tweentribune.com (Smithsonian publication)
- Procon.org

Finally, teachers or an assigned staff member will check in with students on a regular basis to monitor their achievement in core classes with an emphasis on self-advocacy, assignment completion, and identifying and using transferrable academic skills taught and practiced in the ALD class.

KEY ASSIGNMENTS:

1st semester (theme = Determining an Identity):

First Semester Assignments:

Deconstruct summative task

Chunk, read, and annotate texts

Engage in structured note-taking

Practice target language orally and in writing

Participate in partnered discussions

Analyze synonyms for connotation

Analyze author's word choice

Read and interpret data

Write summaries of articles read in class

Write argument essays supporting a claim with evidence from articles read in class

Write responses to literature in response to supplemental novels listed above

Write first person narratives using student essays from *We Are Alive When We Speak for Justice* as a mentor text

Use target language to respond to formative prompts

Reflect on learning in response to summative prompts

Create, view, and respond to PowerPoint presentations
Prepare for, participate in, observe, and debrief Socratic Seminars
Pose summative questions
Review resources
Develop draft response to summative prompt

Culminating Summative Assignment: Students will write an expository essay in which they examine the concept of identity and discuss the choices they've made regarding their own personal identity. Each student will include examples from class discussions and texts read in class, in addition to specific events and circumstances that have shaped how he/she views him/herself. Students will use precise language that is appropriate to their audience and purpose.

2nd semester (theme = Heroism):

Second Semester Assignments:

Practice the functional language and grammatical structures of description
Use academic cause and effect language structures to describe how a hero becomes a tragic figure
Engage in guided reading and close reading
Chunk, read, and annotate texts
Take structured notes
Participate in partnered discussions
Practice target language orally and in writing
Write summaries of articles read in class
Write argument essays supporting a claim with evidence from articles read in class
Write responses to literature in response to supplemental novels listed above
Write first person narratives using student essays from *We Are Alive When We Speak for Justice* as a mentor text
Use target language to respond to formative prompts
Reflect on learning in response to summative prompts
Pose summative questions
Develop draft response to summative prompt

Culminating Summative Assignment: Students will write an expository essay in which they examine when a single act can establish an ordinary individual as a hero.

INSTRUCTIONS METHODS and/or STRATEGIES:

Students will use structured talk routines to practice target vocabulary and academic language structures (ex: compare and contrast, cause and effect), to process their thinking, to deepen their understanding, and to convey their learning. The productive skills of speaking and writing are emphasized with a focus on students using academic language with increasing independence. This emphasis on production aligns with the ELA CCSS. Students also engage in word study and close reading of grade level text with an emphasis on independently applying the skills used to comprehend rigorous text (ex: chunking, annotating, structured note-taking) to the texts in other classes.

Instructional Methods & Strategies:

Gradual Release of Responsibility

Modeling/Think Alouds

Guided Practice

Partnered discussions

Collaborative Group Work

Socratic Seminar

Explicit instruction in topic specific vocabulary and in functional language (ex: cause and effect, compare and contrast, proposition and support, the language of description) in an academic register

Language frames for student speaking and writing

Structured oral and written practice of target language in response to formative prompts

Chunking and annotating text

Structured note-taking

Close reading

Formative writing assignments

Summative writing assignments

Academic Mentoring:

Goal-setting

Progress-Monitoring

Developing metacognitive awareness of learning style

Organizational and time management skills

ASSESSMENTS INCLUDING METHODS and/or TOOLS

Formative Assessments

Writing in response to prompts

Partnered and small group discussions in response to prompts

Annotation and notes on texts

Written and oral responses to PowerPoint presentations

Written and oral reflections on learning

Summative Assessments

Socratic Seminars

PowerPoint presentations

Written summaries of and reflections on articles read

Argument essays using examples from texts read and from personal experience to support the claim

Response to Literature essays

Narrative Essays using *We Are Alive When We Speak for Justice* as a mentor text

1st semester culminating assignment: Students will write an expository essay in which they examine the concept of identity and discuss the choices they've made regarding their own personal identity. Each student will include examples from class discussions and texts read in class, in addition to specific events and circumstances that have shaped how he/she views him/herself. Students will use precise language that is appropriate to their audience and purpose.

2nd semester culminating assignment: Students will write an expository essay in which they examine when a single act can establish an ordinary individual as a hero.

INSTRUCTIONAL MATERIALS:

Course Materials:

Determining an Identity, Curriculum & 40 student workbooks, CM430

Recognizing Acts of Heroism, Curriculum & 40 student workbooks, CM400

CM Support Kit, CM 300

We Are Alive When We Speak for Justice – one copy for teacher

Upfront magazine, subscription for class set

Supplemental Materials:

At least one novel per semester: *House on Mango Street* by Sandra Cisneros; *Call Me Maria* by Judith Ortiz Cofer; *Walking Stars: Stories of Magic and Power* by Victor Villasenor; *Muchacho* by Louanne Johnson; *Stargirl* by Jerry Spinelli; *The Bully* by Paul Langan; *The Gun* by Paul Langan

Online resources such as newsela.com, tweentribune.com, procon.org, readtheory.org

1 box of Constructing Meaning student discussion cards

1 class set of Constructing Meaning student flip books

Committee Members:

- | | |
|------------------|-----------------|
| 1. Jose Espinoza | 4. Amy Fritz |
| 2. Carmen Garces | 5. Kim Smith |
| 3. Jen Mahmood | 6. Tami Kerr |
| 7. Lisa Catrone | 8. Mary Buckley |