

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

COURSE TITLE: English Learner Academic Language Development: Course B

COURSE NUMBER: 000266

CBEDS NUMBER: 2110

DEPARTMENT: English Learner Services

LENGTH OF COURSE: Year

CREDITS PER SEMESTER: 5

GRADE LEVEL(S): 7

REQUIRED OR ELECTIVE: None

PREREQUISITES: N/A

Required -

Recommended -

BOARD OF EDUCATION ADOPTION: June 13th, 2016

COURSE DESCRIPTION: Middle School English Learner Academic Language Development: Course B is designed to teach Long Term English Learners the academic language and skills necessary for the academic success that leads to reclassification. The course textbook, English 3D Course 1 Issues 1-6, guides students through units and routines that dramatically increase the quality and quantity of the students' verbal and written interactions using academic English. The course includes close reading; California Writing Standards in narrative, research, and argument writing; and citing supporting evidence within text. Students in this class also read and discuss culturally relevant novels and students set personal academic goals and monitor their progress toward them. This course is intended as the second in a series of three support courses for Long Term English Learners for middle school.

COURSE PURPOSE: This class is designed for Long-term English Learners who have not met the requirements to reclassify as Fluent English Proficient (RFEP). This course is not intended for English Learners who entered the U.S. school system within the last four years or for students who are not English Learners.

COURSE OUTLINE:

Quarter One

- CELDT Prep/Instructional Classroom routines/Data Chats/Goal Setting (1st month of school)
- Issue #1- Are Video Games a Brain Drain?
 - Daily Do Now
 - Ten Minute paper

- Ted Talks
 - Summarize strategies “section shrink”
 - Formal summary
 - Academic and key vocabulary
 - Reading strategies
 - Language functions
 - Academic conversations
 - Text structures
 - Close reading of text selections
 - Self and peer evaluations
 - Write an argument essay
 - Optional: Parts of unit test used as formative assessment throughout unit
 - Optional: Other teacher-generated formative assessments and materials
- ★ Quarterly “Data Chats” to encourage goal setting and reclassification
 - ★ Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
 - ★ Ongoing work in Wordly Wise or Academic Vocabulary Toolkit 1 to build academic vocabulary

Quarter Two

- ★ Issue# 2-Junk food at school: Is it a right or totally wrong?
 - Daily Do Now
 - Ten Minute paper
 - Videos clips from “Food Inc” and/or “King Corn”
 - Speaker from MDHS Culinary Arts Program
 - Summarize strategies “section shrink”
 - Formal summary
 - Academic and key vocabulary
 - Reading strategies
 - Language functions
 - Academic conversations
 - Text structures
 - Close reading of text selections
 - Self and peer evaluations
 - Read *Omnivore’s Dilemma*
 - Write an argument essay
 - Speech
 - Optional: Parts of unit test used as formative assessment throughout unit
 - Optional: Other teacher-generated formative assessments and materials
 - Optional: Daily narrative journal writing from novel

- ★ Quarterly “Data Chats” to encourage goal setting and reclassification
- ★ Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- ★ Ongoing work in Wordly Wise

Issue #3-Should Schools be Responsible for Punishing Cyberbullies?

- Daily Do Now
- Ten Minute paper
- Video clips from movie “Cyberbully”
- Summarize strategies “section shrink”
- Formal summary
- Academic and key vocabulary
- Reading strategies
- Language functions
- Academic conversations
- Text structures
- Close reading of text selections
- Self and peer evaluations
- Write an argument essay
- Debate
- Teacher Tube on bullying
- Dateline Video
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials

*A novel may taught this quarter to supplement either issue

Quarter Three

- ★ Issue #4- Is graffiti art, vandalism or both?
 - Daily Do Now
 - Ten Minute paper
 - Summarize strategies “section shrink”
 - Formal summary
 - Academic and key vocabulary
 - Reading strategies
 - Language functions
 - Academic conversations
 - Text structures
 - Close reading of text selections

- Self and peer evaluations
- Write an argument essay
- Speech
- Biography.com/Diego Rivera
- Book of Bay Area Graffiti
- Tupac Poetry book
- Analyzing images: mural artists vs. gang tagging
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials

★ Issue # 5-Should female athletes be allowed to play with boys?

- Daily Do Now
- Ten Minute paper
- Speech
- Summarize strategies “section shrink”
- Formal summary
- Academic and key vocabulary
- Reading strategies
- Language functions
- Academic conversations
- Text structures
- Close reading of text selections
- Self and peer evaluations
- Write a research paper
- Speech
- Analyzing statistics
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials

Quarter Four

★ Issue #6-Is animal testing an experiment in cruelty?

- Daily Do Now
- Ten Minute paper
- Summarize strategies “section shrink”
- Formal summary
- Academic and key vocabulary
- Reading strategies
- Language functions

- Academic conversations
- Text structures
- Close reading of text selections
- Self and peer evaluations
- Write a summary of article
- Speech
- Write a letter to companies
- Teacher speaker
- Letter from point of view of animal
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials
- ★ Quarterly “Data Chats” to encourage goal setting and reclassification
- ★ Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities

KEY ASSIGNMENTS:

Writing Assignments:

- 1 Narrative Essay
- 1 Informative/Research Essay
- 5 Argument Essays
- 6 Formal summaries

Oral Practice:

- Academic Conversations
- 4 speeches
- 1 debate

Recurring Assignments

- Academic Vocabulary routine (Wordly Wise)
- Academic conversations to use and develop academic language
- Summarizing and paraphrasing text
- 10-minute papers including a well-stated claim and support
- Data Chat Worksheets each quarter to set personal academic goals and monitor their progress toward them.

INSTRUCTIONS METHODS and/or STRATEGIES:

- Close reading with text dependent questions
- Think-pair-share
- Writing and oral language frames to support use of academic language
- Graphic organizers
- Direct instruction
- Cooperative learning strategies
- Self and peer evaluations using rubrics
- Instructional routines

ASSESSMENTS INCLUDING METHODS and/or TOOLS

- Formative assessment: unit tests
- Summative assessment: writing assignments
- Summative assessment: speeches and debates
- Teacher-created assessments
- English 3D Assessments: beginning of year, mid-year, end of year

INSTRUCTIONAL MATERIALS:

English 3D-Course 1-Issues 1-6

Action magazine, Wordly Wise, iReady differentiated lessons, NEWSELA readings, *Whats Happening?*, *Time for Kids*, MyLexia, and Membean

Committee Members:

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|----------------|------------------|
| 1. Jen Mahmood | 4. Jose Espinoza |
| 2. Kim Smith | 5. Carmen Garces |
| 3. Amy Fritz | |

