

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

COURSE TITLE: Middle School (MS) English Language Development IV

COURSE NUMBER: 000264

CALPADS NUMBER: 2110

CST: English Language Arts (for Student's Grade Level)

DEPARTMENT: English Language Department

LENGTH OF COURSE: One Year

CREDITS PER SEMESTER: 5

GRADE LEVEL(S): 6th-8th

REQUIRED OR ELECTIVE: Elective

PREREQUISITES: Placement by ELD/CELDT Assessment

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course enables students to acquire communicative competency in English. The course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Performance objectives describe what a second-language learner should be able to do by the end of the course. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To produce clear and comprehensible standard English
- 1.2 To demonstrate understanding and effective use of figurative language and idiomatic expressions appropriately
- 1.3 To demonstrate ability to identify and explain critical details of grade level content texts
- 1.4 To demonstrate ability to compare, contrast, and explain themes and topics across genre
- 1.5 To demonstrate ability to read mainstream grade level texts independently
- 1.6 To demonstrate ability to prepare and deliver presentations/reports across content areas
- 1.7 To write multi-paragraph narrative, persuasive and expository compositions
- 1.8 To write a brief research paper in the content area, presented and cited in coherent arguments or conclusions

2. PERFORMANCE OBJECTIVES:

2.0 ELD Listening and Speaking Standards

2.1 Listen with Understanding

2.1A Listen attentively to stories and information on topics; identify the main points and supporting details.

2.2 Speak to Be Understood

2.2A Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

2.3 Vary Ways of Writing

2.3A Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.

2.4 Participate in Social Conversations

2.4A Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

2.5 Use Figurative Language

2.5A Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. (CELDT)

2.6 Ask and Answer Questions

2.6A Not available

2.7 Retell Stories and Summarize Main Idea

2.7A Not available

2.8 Deliver Oral Presentations

2.8A Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusion.

3.0 ELD Reading Word Analysis

3.1A Recognize and Produce Phonemes

3.1A Not available

3.2 Apply Knowledge of Word Parts

3.2A Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (CELDT)

3.3 Apply Knowledge of Cognates

3.3A Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

4.0 Reading Fluency and Systematic Vocabulary Development

4.1 Read Aloud

4.1A Not available

4.2 Use Social and Academic Vocabulary

4.2A Apply knowledge of academic and social vocabulary to achieve independent reading.

4.3 ES Interpret new words

4.3A Not available

4.4 Recognize Words with Multiple Meanings

4.4A Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. (CELDT)

4.5 Use Analogies and Metaphors

4.5A Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.

4.6 Use a dictionary

4.6A Use a standard dictionary to determine the meaning of unknown words.

5.0 Reading Comprehension

5.1 Follow Directions

5.1A Not available

5.2 Interpret Text Features

5.2A Identify and analyze the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials, signs)

5.3 Respond to Comprehension Questions

5.3A Not available

5.4 ES Explain Main Ideas

5.4A Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.

5.5 ES Analyze Evidence in Informational Materials

5.5A Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).

6.0 Literary Response and Analysis

6.1 Identify Point of View

6.1A Not available

6.2 Describe Characteristics of Literary Texts

6.2A Not available

6.3 ES Describe Literary Elements

6.3A Identify and describe several literary elements and techniques in literary texts (e.g., figurative language, imagery, and symbolism). (CELDT)

6.4 ES Analyze Characters

6.4A Compare and contrast the motivation and reactions of characters across a variety of literary texts. (CELDT)

6.5 ES Analyze Plot and Setting

6.51A Analyze the elements of a plot, including its development and the way conflicts are addressed and resolved.

6.52A Analyze the setting (place, time, customs) and its influence on the meaning of and conflict in a literary text.

6.6 Analyze Themes

6.6.1A Analyze recurring themes across literary works (e.g., good and evil, loyalty and betrayal).

6.6.2A Compare and contrast a similar theme or topic across genres and explain how the genre shapes the themes or topics.

7.0 Writing Strategies and Applications

7.1 ES Use Elements of Discourse

7.1A Produce writing by using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, informational, and/or descriptive writing.

7.2 Write Narratives and Biographies

7.2A Write documents (e.g., fictional biographies, autobiographies, short stories, and narratives) that include coherent plot development, characterization, setting, and a variety of literary strategies (e.g., dialogue, suspense).

7.3 Write Business Letters and Documents

7.3A Write pieces related to career development (e.g., business letter, job application, letter of inquiry, memorandum). (8)

7.4 Write Expository and Persuasive compositions

7.4A Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.

7.42A Develop a clear thesis and use various rhetorical devices (e.g., analogies, quotations, facts, statistics, and comparisons) to support it.

7.5 Write Research Reports

7.5A Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.

7.6 Write Responses to Literature

7.6A Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text.

7.7 ES Use the Writing Process

7.7A Use strategies of note taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays by using standard grammatical forms.

8.0 Writing Conventions

8.1 Create Coherent Paragraph

8.1A Create coherent paragraphs through effective transitions and parallel constructions.

8.2 Edit Writing

8.2 A Edit writing for the mechanics to approximate standard grammatical forms. (CELDT)

8.3 ES Revise Writing

8.3A Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximate standard grammatical forms and spelling.

3. CONTENT OUTLINE:

3.0 Listening and Speaking

3.1 Production of language with varied grammatical structures and vocabulary

4.0 Reading Word Analysis

4.1 Useage of resources in the text to locate information and draw inferences/conclusions, and to make generalizations and predictions

4.2 Description of main ideas

4.3 Identification of significant structural patterns in literature or expository text

4.4 Reading and comprehension of grade level material with few difficulties

4.5 Useage of a variety of comprehension strategies with both literary texts and texts in content areas

5.0 Writing Strategies and Applications

- 5.1 Writing of persuasive compositions, multiparagraph narratives, and expository compositions
- 5.2 Useage of standard grammatical forms
- 5.3 Writing to meet most demands for specific purposes and audiences

Instructional Methods and/or Strategies

- 6.1 Use GLAD strategies such as chants, songs, and simple poems
- 6.2 Headstogether: begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms
- 6.3 Think-pair-share
- 6.4 Think-write-pair-share
- 6.5 TPR – Total Physical Response: demonstrate comprehension of oral presentations and instructions through non-verbal responses
- 6.6 Language Experience Approach: contributes to expository composition through collaborative paragraph writing and language experience.
- 6.7 Use of journals and graphic organizers: organize and record expository information on pictures, lists, charts and tables for literature and content areas
- 6.8 Tapping into prior knowledge
- 6.9 Building Background: frontload through pictures, video clips, primary language, cognates, collective brainstorming, use of picture dictionary, smart board, power point, active board, LCD, realia, Discovery Streaming.
- 7.0 Writing prompts: Six traits, Step up to Writing, Kate Kinsella, Story boards, Cloze writing
- 7.1 Oral reading: choral reading, cloze reading, partner reading

5. EVALUATION OF STUDENT PROGRESS

- 7.1 observation
- 7.2 written samples
- 7.3 summative (CST, DPA)
- 7.4 formative (quizzes, tests, DPA)
- 7.5 portfolio
- 7.6 oral response

6. TIME ESTIMATES: There are no specified time frames for these sections, because it is understood that all concepts within the ELD domains will be taught concurrently or simultaneously throughout the whole year

- 4.1 Listening and Speaking – 36 weeks
- 4.2 Reading Word Analysis - 36 weeks
- 4.3 Reading Fluency and Systematic Vocabulary Development- 36 weeks
- 4.4 Reading comprehension-36 weeks
- 4.5 Literary Response and Analysis- 36 weeks
- 4.6 Writing Strategies and Applications-36 weeks
- 4.7 Writing Conventions- 36 weeks

7. INSTRUCTIONAL MATERIALS:

- 5.1 Board adopted textbooks (INSIDE)
- 5.2 Technology: Active Board, LCD, Document Camera, Educational Internet Sites (relevant to ELD standards), Overhead Projectors, Computers
- 5.3 Teacher created material
 - Word lists
 - Word walls
 - Sentence starters/frames

Sample Lesson Plan (using backward planning model)

Standard to be taught:

7.42A Use various methods of investigation and research to develop an essay or report that balances information and original ideas, including a bibliography.

Describe the activity:

U.S. Constitution Bill of Rights Research Project; students will be choosing one of these rights and researching a variety of aspects of it.

Assessment:

1. Observation
2. Active participation
3. Completion of student project (teacher will use a rubric to assess)
4. Multiple choice/short answer quiz on the Bill of Rights

Teaching strategies:

1. KWL chart to activate prior knowledge
2. Textbook reading – Chapter four (partner read, cloze read, group read, jigsaw read)
3. Power point of the Bill of Rights
4. Thinkpairshare
5. Use of graphic organizers to develop concepts

Student activities:

Choose of one the following amendments and create your project on that Amendment. Choose only one and make your choice carefully. Once you choose you CANNOT change your mind. Also this is a solo research project, no partnerships allowed. All information will be put into a brochure (burrito fold-over six sides)

Choices are as follows

1. 1st Amendment- Freedom of Speech
2. 1st Amendment- Freedom of Religion
3. 1st Amendment-Freedom to Peaceably Assemble

4. 1st Amendment- Freedom of the Press
5. 2nd Amendment- Keep and Bear Arms (weapons)
6. 4th Amendment- Search and Seizure
7. 5th Amendment- Self Incrimination and double Jeopardy
8. 6th Amendment- Trial Rights (public trial, jury, right to attorney)
9. 8th Amendment- Cruel and Unusual Punishment

Information to be provided in the research project:

1. Title page: name, period, title of amendment, picture depicting the amendment
2. Page two: text of the amendment; copy the entire amendment from your text book onto this page
3. Page three: A rewrite of the amendment in your own words so that people can better understand what right(s) the amendment is protecting.
4. Page four: A bullet outline of a Supreme Court case dealing with your Amendment. You will need to find and research a Supreme Court case, the decision the court made about the Amendment and how the decision affects us today.
5. Page five: Pictures or diagrams showing elements of a case when the amendment was first written and pictures of diagrams showing elements of a case in modern times create a drawing of what the right, concerns that created this write etc were in the 1790's when the Amendments were written and what the right is today.
6. Page six: Compose an amendment NOT CURRENTLY in the Bill of Rights that you think should be passed in the next four years. What is a right that we Americans do not have and you would like for all of us to have. Write a new amendment to the Constitution that would guarantee a right you want all Americans to have.
7. Bibliography format will be provided and is to be followed as you write your own.

Resources:

1. Computer with Internet access
2. Bibliography format handout
3. Powerpoint handout on the Bill of Rights

Committee Members:

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| 1. Melinda Hall | Director of Curriculum
& Instruction | Curriculum & Instruction |
| 2. Carmen Garces | Administrator of | Curriculum & Instruction |

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| 3. Spoogmai Habibi | Curriculum Specialist | Curriculum & Instruction |
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