

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

COURSE TITLE: English Learner Academic Language Development: Course C

COURSE NUMBER: 000267

CBEDS NUMBER: 2110

DEPARTMENT: English Learner Services

LENGTH OF COURSE: Year

CREDITS PER SEMESTER: 5

GRADE LEVEL(S): 8

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 C 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 6-12, 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 summary 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 third 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 #7-Is it time to trash plastic bags?
 - Daily Do Now
 - Ten Minute paper

- o Ted Talks
- o Summarize strategies “section shrink”
- o Formal summary
- o Academic and key vocabulary
- o Reading strategies
- o Language functions
- o Academic conversations
- o Text structures
- o Close reading of text selections
- o Self and peer evaluations
- o Essay summary + response
- o Analyze images of plastic bag trash
- o Oakland Museum/Monterey Bay Aquarium Artists
- o Art with plastic/Mosaic
- o Ocean/waterfront cleanup assignment
- o Possible supplemental: Environmental Issues
- o Optional: Parts of unit test used as formative assessment throughout unit
- o Optional: Other teacher-generated formative assessments and materials
- o Data chats to complete goal setting
- o Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities

Quarter Two

- Issue# 8-Should skipping school or failing classes keep teens out of the driver’s seat?
 - o Daily Do Now
 - o Ten Minute paper
 - o Summarize strategies “section shrink”
 - o Academic and key vocabulary
 - o Reading strategies
 - o Language functions
 - o Academic conversations
 - o Text structures
 - o Close reading of text selections
 - o Self and peer evaluations
 - o Formal summary + response
 - o Looking at Drivers manuals
 - o Optional: Parts of unit test used as formative assessment throughout unit
 - o Optional: Other teacher-generated formative assessments and materials
 - o Optional: Daily narrative journal writing from novel
 - o Data chats to complete goal setting

- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities

Issue #9-Does the media's focus on beauty have an ugly side?

- 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
- PSA: *Run like a Girl*
- Time Lapse: Teen to Model
- Clips of *Miss Representation* + curriculum
- Novel *Freak the Mighty* CM inspired lessons and activities used for teaching novel
- Optional: Parts of unit test used as formative assessment throughout unit
- Optional: Other teacher-generated formative assessments and materials

Quarter Three

- Issue #10- Does a lower minimum wage for teens pay off?
 - 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 an argument essay
 - Job applications/interviews
 - Data chats to complete goal setting
 - Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
 - Optional: Parts of unit test used as formative assessment throughout unit
 - Optional: Other teacher-generated formative assessments and materials
- Issue # 11-Does drug testing keep schools safe or put your rights at risk?
 - 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
 - Debate
 - Write an argument paper
 - Referring back to Issue #8
 - Optional: Parts of unit test used as formative assessment throughout unit
 - Optional: Other teacher-generated formative assessments and materials

Quarter Four

- Issue #12-Should parents have a say in how their teens use social media?
 - 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
- Argument Essay
- Data chats to complete goal setting
- Ongoing nonfiction readings in *Action* magazine followed by academic conversations, writing assignments, and/or interactive activities
- Novel of choice for end of the year/CM inspired lessons and activities used for teaching novel
 - Optional: Parts of unit test used as formative assessment throughout unit
 - Optional: Other teacher-generated formative assessments and materials

KEY ASSIGNMENTS:

Writing Assignments:

- 4 Argument Essays
- 6 Formal summaries
- 2 Summary + Response papers

Oral Practice:

- Academic Conversations
- 3 speeches
- 1 debate

Recurring Assignments

- 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.
- Curriculum Instructional Routines

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 7-12

Possible Supplementals: *Action* magazine, Wordly Wise, iReady differentiated lessons, NEWSLA readings, *Whats Happening?*, *Time for Kids*, MyLexia, and Membean

Committee Members:

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| 1. Kim Smith | 4. Jose Espinoza |
| 2. Jen Mahmood | 5. Amy Fritz |
| 3. Carmen Garces | 6. |