El Monte Union High School District

Course Outline

High School District-Wide

Title: Academic Language
      Development

Transitional*_____ (Eng. Dept. Only)
Sheltered (SDAIE)*_____
Bilingual*_____
AP**_____
Honors**_____

Department:_____English_____.

Grade Level(s):_____10-11_____.

Semester _____ Year __X__.

Year of State Framework
Adoption_____

This course meets graduation requirements:
( ) English
( ) Fine Arts
( ) Foreign Language
( ) Health & Safety
( ) Math
( ) Physical Education
( ) Science
( ) Social Science
(X)   Elective

Department/Cluster Approval   Date

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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s) -
    - 10th - 11th grade
    - Long-term English Learner: EL for 6 years or more
    - Reading Inventory Score - less than 900
    - ELPAC Level 2, 3 or 4
    - CAASPP - Standard Not Met or Standard Nearly Met

2. Short description of course which may also be used in the registration manual:
    - ALD is designed to continue the development of student skills in reading, writing, listening, and speaking. The primary function of the course is to develop academic language skills for long-term English learners.
        - Accelerate the development of academic language and literacy skills
        - Support progress towards meeting the reclassification criteria
        - Provide access to the standards-based curriculum
        - Support successful completion of graduation requirements
        - Prepare English learners to be college- and career-ready

3. Describe how this course integrates the schools Student Learning Outcomes (SLOs):
    -   Academic Achievers: Students will further develop reading and writing skills.
    -   Critical Thinkers: Students will use critical thinking skills in their reading analysis and their writing assignments.
    -   Technology Competent Users: Students will use technology to research topics and create essays.
    -   Ethical, Respectful Individuals: Students will be respectful while working in diverse collaborative groups.
    -   Active Community Participants: Students will develop skills that will increase their ability to participate in the community.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:
    -   Multiple opportunities for structured student engagement Oral language and academic language use will be emphasized.
    -   Study skills and focused note-taking will be emphasized.
    -   Collaborative study groups will be implemented.
    -   Research-based strategies and activities will take place to assist students in learning about what they best learn (integrated ELD, SDAIE strategies, strategies identified by Marzano and Kinsella, SIOP, etc.)
    -   Prior knowledge will be used to connect existing knowledge with what will be learned
    -   Vocabulary development will be emphasized.
    -   Graphic organizers, pictures, realia, audio, and visual media will be utilized during instruction to meet various learning modalities.
    -   Engagement routines such as think-write-pair-share will be emphasized.
    -   There will be a focus on academic discourse (Socratic seminars, debates, philosophical chairs, etc.)
    -   Writing supports and scaffolds such as sentence framing and paragraph framing will be emphasized.

5. Describe the interdepartmental articulation process for this course:
    -   This course will assist LTELs to achieve the CCSS. The ALD teacher will communicate and collaborate with core content teachers to better support students in all of their classes. Interdepartmental articulation is on-going and driven by a common need to improve literacy skills school-wide.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:
    -   This course will integrate 21st-century skills in thematic units to ensure all students are on track toward college and career readiness.
        -   Practical communication skills are needed for all students.
            -   Developing Speech and Language functions.
            -   Digital and Media Literacy involving analyzing various forms of communication.

- ○ Ability to work effectively with others.
  - ■ Students learn best from a mix of individual and group-based learning experiences.
  - ■ Collaboration to expand students problem-solving skills.
- ○ Creative proficiency can be evolved and supported through lesson design.
  - ■ Instructional models to enhance creativity in the classroom.
  - ■ Creative potential through defining methods of assessing student learning.
- ○ Strategies used to think in an organized way to analyze and problem-solve problems.
  - ■ Using real-life scenarios provides an opportunity to assess critical thinking.
  - ■ Low performing students benefit from metacognitive strategies.

- This course will provide students with ample learning opportunities to:
  - ○ utilize high-leverage academic language
  - ○ participate in structured academic interaction routines for discussion and collaboration
  - ○ develop academic writing skills focusing on real-world writing purposes
  - ○ engage in relevant real-world issues
  - ○ connect coursework with college and workplace demands

7. Materials of Instruction
    (*Note: Materials of instruction for English Language Learners are required and should be listed below.*)

    A. Textbook(s) and Core Reading(s):
    - HMH English 3D Course C Teacher Edition
    - HMH English 3D Course C Student Edition
    - HMH English 3D Course C Student Edition Workbook (consumable)

    B. Supplemental Materials and Resources:
    - Expository Reading and Writing Course (ERWC)
    - AVID Weekly
    - Newsela
    - Listenwise

    C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:
    - Chromebook carts with a printer, internet, selected online video and audio, overhead projectors, and other multimedia such as ELMO's, whiteboards…
    - English 3D Course C eEdition

8. Objectives of Course
    - Building high-leverage academic language
    - Improving speaking and listening skills through daily classroom instruction
    - Developing academic writing skills
    - Engaging with authentic and complex informational and literary texts
    - Making connections between coursework and the demands of college and career

Unit Plan and Pacing Guide
See attached curriculum map and standards alignment.

Student performance standards
Students will participate in class discussions, complete classroom assignments, home assignments, and assessments. The following is the grading scale used for overall performance:

90 - 100% - A
80 - 89% - B
70 - 79% - C
60 - 69% - D
Below 60% - F

Evaluation/assessment/rubrics
The course curriculum includes skills-based rubrics for all assessment types (e.g., reading, writing, and speaking). The rubrics are also designed for students to conduct peer and self-evaluation through the units.

Include minimal attainment for a student to pass the course:
Students must maintain an average of 60% in all coursework in order to pass ALD. The suggested categories include:
10% - Organization (binder, agenda, goal setting, etc.)
30% - Listening & Speaking
30% - Reading
30% - Writing