

# El Monte Union High School District

July 2011

## Course Outline

**High School:** District-Wide

<p>Title: <u>Academic Language Development (ALD) 3</u></p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** _____ Honors** _____</p> <p>Department: <u>English</u></p> <p>Grade Level (s): <u>11</u></p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption <u>1987</u></p>	<p>This course meets graduation requirements:</p> <p>( ) English</p> <p>( ) Fine Arts</p> <p>( ) Foreign Language</p> <p>( ) Health &amp; Safety</p> <p>( ) Math</p> <p>( ) Physical Education</p> <p>( ) Science</p> <p>( ) Social Science</p> <p>(X) Elective</p>	<p>Department/Cluster Approval</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Date</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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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):**

- **Long-term English Learner (LTEL):** EL for 6 years or more
- 11th grader
- CELDT overall level at intermediate or below

**2. Short description of course which may also be used in the registration manual:**

ALD 3 is designed to continue the development of student skills in reading, writing, and oral development. and serves as a reinforcement class for English 3P. The primary function of the course is to develop academic language skills for long term English Language Learners. *Students enrolled in ALD 3 must also be enrolled in English 3P with the same instructor.* This course shares the same core curriculum as English 3P, focusing on various reading skills aligned with English 3P’s core text, McDougal Little Literature Grade 11.

**3. Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results):**

(Site ESLRS may be inserted here)

- 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:**

- Oral language development and academic language use will be emphasized.
- Study skills and Cornell notes will be emphasized.
- RESEARCH BASED strategies and activities will take place to assist students in learning about the ways they best learn (SDAIE strategies, Marzano strategies, Kinsella strategies, etc.).
- Prior knowledge will be used to connect existing knowledge with knowledge to be learned.
- Vocabulary development will be emphasized.
- Graphic organizers such as pictures, realia, and audiotapes will be utilized during instruction in order to provide various learning modalities for the students.
- Engagement routines such as think-write-pair-share will be emphasized.
- Writing support scaffolds such as sentence-framing and paragraph-framing will be emphasized.

**5. Describe the interdepartmental articulation process for this course:**

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:**

Students will be made aware that the skills taught and practiced in this course are crucial in the work force in all careers. Non-fiction and functional texts will be emphasized to draw connections to real-world applications. Students will be taught fundamental career skills such as drafting formal letters, conducting research, and interpreting work documents.

**7. Materials of Instruction (The ELD materials and suggestions for instructional strategies which would address the needs of English learners in the core programs should be used.)**

**A. Textbook(s) and Core Reading(s):**

*McDougal Littell Literature Grade 11*  
*McDougal Little Grammar for Writing Grade 11*

Readings may include, but are not limited to, the following:

*The Crucible*  
*The Great Gatsby*  
*The Catcher in the Rye*

*The Adventures of Huckleberry Finn*  
*Of Mice and Men*  
*Death of a Salesman*

## **B. Supplemental Materials and Resources:**

*McDougal Littell Interactive Student Text (eEdition) CD*  
*McDougal Littell Media Smart CD*  
*McDougal Littell Powerpresentations Grade 10 CD*  
*McDougal Littell Grade 11 Interactive Reader*  
*McDougal Littell Grade 11 Resource Manager*  
*McDougal Littell Grade 11 Audio Anthology CD*

## **8. Objectives of Course; (Including Projects, Activities & Duration of Units); References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal Attainment for Student to Pass**

**Objectives of the course:** Develop academic language skill and extend the English 3P curriculum so that students are able to access proficiency in reading, writing, and oral expression.

- Students will receive support to master the California English Content Standards with an emphasis on developing oral, reading, and writing skills and achieving a C or better in their core English course.
- Students will write and speak with a command of academic language and standard English conventions.
- Students will produce persuasive, expository, analytical, narrative, and technical writings as assigned in their English 3P class.
- Students will write coherent and focused essays that convey a defined perspective and reasoned argument as assigned in their English 3P class. The writings will reflect an understanding of audience and purpose.

### **Unit detail including projects and activities including duration of units (pacing) plan:**

Regular daily lessons will align with the pacing of the English 3P curriculum\*. Curriculum mapping and individual unit plans stipulate identical recommended readings referenced in the English 3P unit plans with appropriately aligned skill focuses. Supplemental non-fiction readings have been incorporated, but it should be noted that ALD 3 is to be used primarily as an academic language extension in support of the existing English 3P curriculum.

Please see the following attached Academic Language Development 3 Curriculum Map and Unit Plans.

\*Note: please refer to italicized portion of item 2.

### **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used.**

All standards can be found in the *McDougal Littell California Literature Grade 11* text and are outlined in the EMUHSD *Curricular Map* for English 3P.

See also *McDougal Littell California Grade 11 Standards lesson File*.

### **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

Since the purpose of the Academic Language Development course is to reinforce the English core course and is designed as an extension of the core course, the grade the student receives in the Academic Language Development course and the English core course should not vary by more than one LETTER grade as these courses are taught by the same teacher.

### **Evaluation/assessment/rubrics**

Participation, reading logs, assignments, unit test, and benchmark scores from the core class, and essays will be used for assessment purposes in the lab.

### **Include minimal attainment for student to pass course**

Students must attain an average of 60% in all coursework, and must pass the English 3P course in order to receive a passing grade in the Academic Language Development 3. The course grade and the English 3P course grade should not vary by more than one LETTER grade. Each of the following account for 25% of the grade:

- Homework / class work / participation (attendance)
- Writing assignments
- Other assignments and assessments
- Essays with rubric