

Academic Language Development

TEACHER: Mr. Mayer

Room: TBA

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Course Overview

In this course, students grow their knowledge and skills for academic communication in English through explicit vocabulary, reading, writing, speaking, listening, viewing instruction in a sheltered environment. This course builds a bridge between students' previous learning, their personal and social identities and relationships, and the new cultural setting within which they are now interacting. This course assists students in maintaining and enhancing their first language(s) (L1) and in the necessary further building of their English competencies. The course is designed for ELLs at Level 3/Developing Level on the current 5 level ELL BC Provincial Standards/Surrey District Continuum.

Course Goals

- *Listening and Speaking:* The student can participate in conversations with some opinions and details on a range of academic topics.
- *Reading:* The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.
- *Writing:* The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.
- *Cultural Competence:* The student can identify differences and similarities between Canadian culture and their heritage culture while maintaining an appreciation of both.

Themes and Learning Topics

- Stages of Cultural Adjustment
- Cultural Identity
- Oral Storytelling and re-telling
- Places and Provinces in Canada
- Learning Strategies and Mindset
- Research and Inquiry

Class Learning Expectations

- Have a vision for the future—dream big
- Be a learner not a finisher—the grade is not the goal
- Stay focused and don't get distracted
- Lean into the daily struggle of learning—don't give up when it gets hard

- Own your own education--set goals and reach for them
- Own your community--respect yourself and other

Class Conduct Guidelines

- Drinking water during class is encouraged. Please bring your own water bottle to class, if possible.
- Complete all of your assignments on time. Communicate in advance if you cannot submit the assignment in a timely manner.
- Attend class daily and come on time
- Manage your technology so that it doesn't become a distraction from learning
- Bring your own supplies. Don't beg others for them. If you can't buy your supplies, let me know.
- Get to know your classmates. You can learn a lot from others.
- Use your home language (or L1) to translate for others and increase your own fluency not for distracting or insulting comments toward others.

Class Supplies

- Binder
- Pencils and pens
- Lined paper
- Laptop or Chromebook (strongly recommended). Although not everyone will have a functional computer or be able to bring it to school, having a laptop to bring to class is highly recommended this year. Additional reasons for having a laptop are, the need for physical distancing (in the ELL classroom), and the possibility of shifting back to remote learning.

Quarter Timeline

- Current Event Summaries (Week 1-10)
- My Dictionary Project (Week 1-10)
- Vocabulary Quizzes (Weeks 1-10)
- Success Letter (Week 1)
- All About Me (Week 1)
- Research Sources (Week 7)
- Research Thesis and Introduction (Week 8)
- Body Paragraphs and Conclusions (Week 9)
- Culture-Shock Letter (Week 9)
- Self-Assessments Oct 21 and 22nd

Assessment

Most of the assessment in this course will be formative. It will give students constant feedback opportunities where they are in their learning and what they need to do to move forward in their learning.

There will also be summative assessments that will be used to determine the student’s final grade. The grade will represent the improvement they have made in reference to standards below. Students who achieve the “Consolidating” descriptions in Reading, Writing, Speaking and Listening will successfully meet the language requirements for Academic Language 8 and 9 and achieve an excellent grade.

ASPECT	Starting (1)	Emerging (2)	Developing (3)	Consolidating (4)	Bridging (5)
Writing Snapshot	The student uses some simple words and/or repetitive phrases to communicate.	The student uses basic vocabulary to create simple sentences or a paragraph.	The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas.	The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.	The student uses a broad range of precise, descriptive, subject specific, and academic vocabulary with clear and coherent details in multi-paragraph compositions.
Reading Snapshot	The student can begin to recognize common words and phrases and begin to make meaning of text.	The student can use a few strategies to read and understand simple text and make personal connections to text.	The student can use strategies to decode unfamiliar words and text and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Speaking and Listening Snapshot	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in conversations about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.

Help and Support

More than anything I want you to be successful this year. If you need help, please come talk to me or send me an email. I’m looking forward to a great year!