

Course: ALD (reading focus)

Grade levels in this course: 11-12

<b>Topic / Essential Q(s)</b>	<b>MN Standards WIDA Can-Do's Bridging</b>	<b>Skills (from Grammatical Matrix)</b>	<b>Formative Assessments (Common Formative/ Other)</b>	<b>Summative Assessment(s) (link if possible)</b>	<b>Possible texts/resources</b>
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<p><b>SEMESTER 1:</b></p> <p><b>Unit:</b> CULTURE &amp; IDENTITY</p> <p><b>Key Concepts:</b> Identity</p> <p><b>Related Concepts:</b> Culture &amp; Causality</p> <p><b>Global Contexts:</b> Identities &amp; Relationships</p> <p><b>Statement of Inquiry:</b> One's culture &amp; identity influences their value system.</p> <p><b>Inquiry Questions:</b> FACTUAL: What is a cultural norm?  CONCEPTUAL: How does one's culture &amp; identity give them strength/belief in themselves?  DEBATABLE: When should cultural norms be modified? Are cultural norms ever wrong?</p> <p><b>Approaches to Learning:</b> Communication-  Give and receive meaningful feedback  Read critically and for comprehension  Structure information in summaries, essays</p> <p><b>MYP</b></p>	<p><b>Reading:</b> -Interpret grade-level literature -Synthesize grade-level expository text -Draw conclusions from different sources of informational text -Infer significance of data or information in grade-level material -Identify evidence of bias and credibility of source</p> <p><b>Listening:</b> -Interpret cause and effect scenarios from oral discourse -Make inferences from oral discourse containing satire, sarcasm, or humor - Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) -Evaluate intent of speech and act accordingly</p> <p><b>Speaking:</b> -Give multimedia oral presentations on grade-level material -Engage in debates on content-related issues using technical language -Explain meta- cognitive strategies for solving problems (e.g., "Tell me how you know it.") -Negotiate meaning in pairs or group discussions</p> <p><b>Writing:</b> -Produce research reports from multiple sources -Create original pieces that represent the use of a variety of genres and discourses -Critique, peer-edit and make recommendations on others' writing from rubrics -Explain, with details, phenomena, processes, procedures</p>	<p><b>Learn to understand and produce verb tenses appropriate to the situation:</b></p> <ul style="list-style-type: none"> <li>- Present &amp; past perfect have/has/had + past participle</li> <li>- Positive/negative statements: <i>I have studied ballet since I was six. Kennedy hadn't been president long.</i></li> <li>- Questions <i>How long have you ___?</i></li> <li>- Phrasal verbs <i>Turn on the light. Turn the light on. Clear your desks off. Clear off your desks.</i></li> <li>- Statements and questions with <i>there will be/there has been</i></li> <li>- Conditional statements and questions using <i>if</i> and auxiliary verbs <i>would, will, may, might, must, can could, should (If we see a brown bear, we will not feed him. We can make it to the show if we leave now. If we left now, we would be on time. If you don't...)</i></li> </ul> <p><b>Synonyms</b> <i>Ex: responded/cried; stroll/ hike/march</i></p> <p><b>Exclamations such as:</b> <i>You have got to be kidding! That's unbelievable!</i> <b>Less obvious idioms such as:</b> <i>Hit the ceiling, scared silly, lend me a hand</i></p> <p><b>Content area abstract nouns</b> <i>Ex: democracy, safety, freedom</i></p> <p><b>Derivational</b> <i>Ex: converse, conversation</i> <b>Derivational verb to noun gerunds</b> <i>Walking is healthy. Feeding bears is not a good idea.</i></p> <p><b>Reflexive pronouns</b> (<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>) <b>Reciprocal pronouns</b> (<i>each other, one another</i>) <b>Indefinite pronouns</b> (<i>some/any/no/every + body/one/THING/where</i>)</p> <p><b>Verb-preposition combinations, such as:</b> <i>belong to, wait for</i></p> <p><b>Specialized prepositions</b> <i>Until, since, for, against, onto</i> <b>Time such as:</b> <i>during, while, from, to</i> <b>Teach prepositions as they occur with new verbs, adjectives:</b> <i>turn off/on, look at/for/up, care for, differ from/with</i></p> <p>To explain: <i>not only/but also, although</i>  To contrast: <i>however, either/or; neither/nor; yet</i> To show cause/effect: <i>therefore</i></p> <p>Quantities <i>Ex: any, much, several, each</i></p> <p>Too + adjective (<i>too red</i>)  Similes (<i>as red as a rose</i>)</p> <p><b>Adjectives with</b> <i>-ish or -y (milky, sluggish)</i> Synonyms and antonyms such as: <i>pleasant, agreeable, delightful, vile, despicable, enormous, gigantic</i></p> <p><b>Too + adverb</b> (<i>too fast, too carefully, too loudly</i>)</p> <p><b>Well vs. good</b> (<i>Good job; well done; that was a good book; she writes well</i>)</p> <p><b>To describe frequency</b> such as <i>usually, rarely, seldom, frequently, often</i></p>	<p>*essays written with templates *10% summaries *comprehension Q's *Essay Q's *identify &amp; interpret literary devices *Reflections *Avid 1 pager *socratic seminar</p>	<ul style="list-style-type: none"> <li>● Persuasive Essay</li> <li>● create poems w/literary devices</li> <li>● presentation on theme using text based evidence</li> <li>● essay on theme using text based evidence</li> <li>● 2 voice poems</li> </ul>	<p>Teaching Reading to English Language Learners, Margarita Calderón</p> <p><u>news articles:</u> Baby Brides/Child Marriage Colin Kaepernick Interracial Adoption Uniforms/Saggy Pants Rosie the Riveter</p> <p><u>poems:</u> Africa</p> <p><u>memoir:</u> Breaking Through</p> <p><u>Short Story:</u> In the Land of the Free</p>
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<p><b>Objective/Assessment Strands:</b></p> <p><b>Literacy Focus:</b> Nonfiction: Informational Text</p> <p><b>Writing Focus:</b> Claim, Evidence, Reasoning</p> <p><b>Speaking Focus:</b> Presentation of Knowledge and Ideas</p> <p><b>Language Focus:</b> reading, writing, speaking, listening, vocabulary development</p>					
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<b>Topic / Essential Q(s) (ALD)</b>	<b>MN Standards WIDA Can-Do's Bridging</b>	<b>Skills (from Grammatical Matrix)</b>	<b>Formative Assessments (Common Formative/ Other)</b>	<b>Summative Assessment(s) (link if possible)</b>	<b>Possible texts/resources</b>
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<p><b>SEMESTER 2:</b></p> <p><b>Unit:</b> RESISTANCE</p> <p><b>Key Concepts:</b> Connections</p> <p><b>Related Concepts:</b></p> <p><b>Global Contexts:</b> Fairness &amp; Development</p> <p><b>Statement of Inquiry:</b> Critical readers understand that historical context and authors' perspectives affect readers' interpretations of a text.</p> <p><b>Inquiry Questions:</b></p> <p><b>Factual:</b> What is child labor? What are the effects of child labor? What are the causes of child labor?</p> <p><b>Conceptual:</b> What are the connections between consumer demands and child labor? How does perseverance give us hope?</p> <p><b>Debatable:</b> Are consumers to blame for child labor?</p> <p><b>Approaches to Learning:</b> Communication:  (Written) explain ideas for solving the issue of child labor using text based evidence  (Spoken) express perspectives of 2 characters involved in child labor</p>	<p><b>Reading:</b> -Interpret grade-level literature -Synthesize grade-level expository text -Draw conclusions from different sources of informational text -Infer significance of data or information in grade-level material -Identify evidence of bias and credibility of source</p> <p><b>Listening:</b> -Interpret cause and effect scenarios from oral discourse -Make inferences from oral discourse containing satire, sarcasm, or humor - Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) -Evaluate intent of speech and act accordingly</p> <p><b>Speaking:</b> -Give multimedia oral presentations on grade-level material -Engage in debates on content-related issues using technical language -Explain meta- cognitive strategies for solving problems (e.g., "Tell me how you know it.") -Negotiate meaning in pairs or group discussions</p> <p><b>Writing:</b> -Produce research reports from multiple sources -Create original pieces that represent the use of a variety of genres and discourses -Critique, peer-edit and make recommendations on others' writing from rubrics -Explain, with details, phenomena, processes, procedures</p>	<p style="text-align: center;"><b>Skills</b> <b>(from Grammatical Matrix)</b></p> <p style="text-align: center;"><b>Learn to understand and produce verb tenses appropriate to the situation:</b></p> <p>- Progressive, future and conditional perfect tenses <i>She has been studying. She will have been studying. If she had studied, she would have done better.</i></p> <p>- Phrasal verbs with multiple meanings (often idiomatic) <i>Ex: make up (your mind, a story, the class, your face, with a friend).</i></p> <p>- Passive voice <i>It was written by..., This picture of a grizzly bear was taken by my grandfather.</i></p> <p>- Conditional statements using <i>unless: Unless I turn in my essay, I won't be able to go to recess.</i></p> <p>- Auxiliary: <i>ought, will/shall (We ought to check in the book.)</i></p> <p>- Prefer to/would rather</p> <p><b>Exclamation such as:</b> <i>That's beyond belief!</i></p> <p><b>Figurative language using metaphors, similes such as:</b> <i>Love is a rose. She runs like a cheetah.</i></p> <p><b>Relative pronouns used to introduce an adjective clause with who, whom, whose, which, that</b></p> <p><b>Verb-preposition combinations, such as:</b> <i>agree with, answer to, separate from</i> Such as, <i>whenever, as soon as, whether/or and whereas</i> used to form adverb clauses which show time and cause and effect relationships.</p> <p><b>Teach prepositions as they occur with new verbs, adjectives:</b> <i>turn off/on, look at/for/up, care for, differ from/with</i></p> <p><b>Abstract idiomatic expressions Abstract similes and metaphors from literature (Ex: as cool as a cucumber)</b></p> <p><b>Adjective clauses introduced by relative pronouns (He was the teacher who taught history.)</b></p> <p><b>Adverb clauses introduced by subordinating conjunctions (Clap twice whenever you hear the sound.)</b></p> <p><b>Specialized adverbs such as already, yet, still, anymore</b></p>	<p>*10% summaries *comprehension Q's *Essay Q's *essays written with templates *identify &amp; interpret literary devices *Reflections</p>	<ul style="list-style-type: none"> <li>● socratic seminar</li> <li>● mind map</li> <li>● comparison essay</li> <li>● AVID 1 pager</li> <li>● Persuasive essay</li> <li>● create poems w/literary devices</li> <li>● presentation on theme using text based evidence</li> <li>● essay on theme using text based evidence</li> <li>● 2 voice poems</li> </ul>	<p><b>short stories:</b> Bubili The Wall</p> <p><b>memoirs:</b> Iqbal</p> <p><b>Documentaries/Bios:</b> Gandhi Cesar Chavez Nelson Mandela</p> <p><b>Historical Articles:</b> Soweto Children Uprising</p> <p><b>Poems:</b> Stand They Say, I Say Drowning Apa</p>
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<p><b>MYP</b> <b><u>Objective/Assessment</u></b> <b><u>Strands:</u></b></p> <p><b><u>Literacy Focus:</u></b> Nonfiction: Informational Text</p> <p><b><u>Writing Focus:</u></b> Claim, Evidence, Reasoning</p> <p><b><u>Speaking Focus:</u></b> Presentation of Knowledge and Ideas</p> <p><b><u>Language Focus:</u></b> reading, writing, speaking, listening, vocabulary development</p>					
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