

San Mateo Union High School District
Course of Study

ELD 1 ACADEMY

I. Course Description

A. UC/CSU “a-g” Subject Area: Elective (g)

C. Rationale for Course: This course is intended to support the academic and social-emotional development of students and is based on the California ELD standards and Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies.

D. Grade Level: 9-12

E. Credits: 10 (5 per semester)

F. Prerequisites: None, but student must be concurrently enrolled in ELD

G. Brief Course Description: This course will lead students through a series of six standards-based modules. Students will learn how to better understand themselves as students, expected behavior norms, and culture of their surrounding community. Students will be introduced to the fundamentals of Restorative Practices by engaging in community circles and routine check ins. Continual progress monitoring and academic support will be provided for students in all classes. The purpose of this course is to provide EL students with an equitable opportunity for success.

II. Course Purpose: Goals and Student Outcomes

Goals:

Students will:

1. Create a plan for their academic future
2. Apply problem solving skills to deal responsibly with daily academic and social situations
3. Understand how to navigate the various systems that comprise their school and local communities
4. Effectively manage stress, control impulses, and motivate oneself to achieve personal and academic goals.
5. Understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
6. Recognize one’s own emotions, thoughts, and values; assess one’s strengths and limitations.
7. Make constructive choices about personal behavior and social interactions based on safety concerns and social norms.
8. Develop constructive relationships and demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

Outcomes:

ELD Standards:

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
3. Offering and supporting opinions and negotiating with others in communicative exchanges

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts

6. Reading informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

C. Productive

9. Expressing information and ideas in formal oral presentations
10. Writing informational texts to present, describe, and explain ideas and information, using appropriate technology

III. Course Outline

Year-at-Glance: “From Survive → Thrive”	
Module 1	Weeks: 1-6
<p>Self - who am I?</p> <ul style="list-style-type: none"> ○ Booklet 1.1.1: Getting to know you ○ Booklet 1.1.2: Interviews between friends ○ Booklet 1.3.1: Introduction to social and emotional learning ○ Booklet 1.3.2: SELF survey (acronym in English for Social and Emotional Learning Form) ○ Booklet 1.3.3: Scoring and interpretation of the SELF Survey ○ Booklet 1.4.1: Creation of a social contract ○ Booklet 1.13.1: Valuing education ○ Booklet 1.13.1: Notes ○ Booklet 2.11.1 Forging your identity ○ Booklet 2.11.2 “How does it feel to be colored” [“How does it feel to be me in colors”] by Zora Neale Hurston 	
Module 2	Weeks: 7-12
<p>Navigating SMHS: What does it mean to be a Bearcat?</p> <ul style="list-style-type: none"> ○ Canvas, Email, Library, Dances / Clearance, Brunch / Lunch, PE ○ Booklet 1.5.1: Applying Student Success Skills ○ Booklet 1.6.1: Benefits of an Organized Planner ○ Booklet 1.6.2: Planner ○ Booklet 1.6.3 : Planner for the month ○ Booklet 1.6.4: Planner for the week 	
Module 3	Weeks: 13-20
<p>Community Relationships: Decision making; conflict resolution; communication</p> <ul style="list-style-type: none"> ○ Booklet 1.10.1: Tune in to other people (continued) ○ Booklet 1.10.2: Recognizing emotions in others ○ Booklet 1.12.2: Effective communication of ports of call ○ Booklet 3.8.1 Assess your style of response to conflict. ○ Booklet 3.8.2 Conflict response styles- ○ Booklet 3.8.3 Respond to a conflict ○ Booklet 3.12.1 Dealing with gossip ○ Booklet 3.13.1 Recognizing and preventing bullying ○ Booklet 3.13.2 What would you do? Role play ○ Booklet 3.14.1 Reflection on the potential and purpose of social media ○ Booklet 3.14.2 Cyberbullying prevention strategies ○ Booklet 3.14.3 Cyberbullying situations 	
Module 4	Weeks: 21-26

Health

- Drug Awareness / VAPE
- Nutrition
- Health services (Health van)
- Importance of physical activity (PE / ELD Soccer)

Module 5 Weeks: 27-32**Understanding the Greater Community: Giftcards, Financial Literacy; Knowing your rights**

- SRO - info about community dos/dont's; resources... know their rights

Module 6 Weeks: 33-40**Workforce; Employment**

- Booklet 4.9.1 Inventory of idea job (for a job during high school)
- Booklet 4.9.2 Sample Resume # 1
- Booklet 4.9.3 Worksheet for Curriculum

IV. Key Assignments

- Narrative writing
- Presentations
- Conducting interviews
- Completing surveys
- Reflective writing

V. Instructional Methods and/or Strategies

- **Collaborative Group Work**
- **Scaffolding:** Teach, model, practice (guided and independent)
- **Language Support:** Constructing Meaning Strategies; academic and content vocabulary
- **Reading Strategies:** Pre-reading, questioning, clarifying, summarizing, connecting, Cloze reading
- **Writing:** Graphic organizers, sentence starters (with gradual release), writing frames, checklists
- **Listening and Speaking:** Structured academic discussions, partner/small group discussions, think-pair-share, discussion chains, formal oral presentations

VI. Assessment Methods and/or Tools

- Classwork / group assignments
- Writing and oral based ELPAC assessments
- Guided discussions
- Public speaking
- Projects and presentations
- Computer literacy, Accessing SMUHSD email, Canvas, Navigating educational tech tools

VII. Textbook(s) and Supplemental Instructional Materials

- School Connect Curriculum
- [MawiLearning Currilculum](#)
- (Online resources TBD)

VIII. Rubric or Appendix

- *TBD - School-Connect rubrics; standards based rubrics*
- *TBD - ELD Performance Indicators*

Note: For more details on any aspect of the course of study template, go to the UC “a-g” Guide at www.ucop.edu/a-gGuide/ag/welcome.html to see model course descriptions and other information.