



## Santa Rosa City Schools Course Proposal

Proposal Submitted By: Teaching and Learning

Course Title: Academic Language Development 11-12

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved.

The Santa Rosa City Schools English Learner Master Plan was approved by the Board on August 9, 2017. The plan delineates the sequence of courses that an English learner must be placed in at the secondary level in order to provide English Learners an ELD program of instruction to help develop English proficiency skills as rapidly and effectively as possible to overcome language barriers that impede equal participation in instructional programs. This proposal is in response to State and Federal law for Designated ELD instruction.

Co-Requisites for this course:

English Learners: This course must be taken with the appropriate grade-level English class.

This course is designed for English Learners at the ELPAC 2, 3, and 4 levels who have yet to be reclassified. This course will provide students with Designated English Language Development and Integrated English Language Development using the CA ELD Standards and the CA CCSS ELA standards appropriate to the grade level of the student, allowing them to build their academic language proficiency and support them in the core curriculum.

Graduation Requirements: Specify which requirement is met. (High School only)

This course will meet the elective requirement for graduation.

UC a-g Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as a "g" elective by the UC/CSU systems.

## Explain the rationale for course addition or modification

This course is a revision of the current Intensive ELD Lab 1 to reflect updates ELD standards, AB 2735, and our EL Master Plan.

## Explain the measurable learning outcomes

Students will become proficient in “the key knowledge, skills, and abilities that students who are learning English need in order to access, engage with, and achieve in grade-level academic content” (California State Board of Education).

## Course Description (To be used in the course catalog)

This course is designed for English Learners at the ELPAC 2, 3, or 4 levels. This course will provide students with Designated English Language Development and Integrated English Language Development using the CA ELD Standards and the CA CCSS ELA standards appropriate to the grade level of the student, allowing them to build their academic language proficiency and support them in the core curriculum.

## Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Academic Language Development 11-12 is a course for English Learners, including Long Term English Learners. The course builds student competence and confidence through consistent instructional routines and collaborative partner work needed for success in college and career. Students will focus on academic vocabulary development, and language, syntax, grammar, and writing structures through close reading of grade level informational and literary texts. The academic emphases of this course are: 1) academic language development in all domains; 2) Common Core ELA/Literacy Standards; 3) CA ELD Standards; and 4) research-based strategies that support student language acquisition in all four domains (reading, writing, speaking, and listening). Course units strategically and intentionally emphasize academic language development, structured oral and written practice, reading comprehension, writing skills, and organizational and study skills. The units support other core content areas and connect student learning to current issues and their own lives.

Strategies used in the lessons include:

- Effective first instruction using the gradual release model
- Checking for understanding
- Pair and small group structured interaction/discussion
- Formal structured writing
- Socratic class discussions
- Emphasis on key vocabulary through word sorts, word walls, wordbench
- Interactive reading strategies (echo reading, annotating the text, identifying key ideas, cloze reading, etc.)
- Listening activities

- Text Talk Read-Aloud
- Word choice discussions/Language frames
- Independent work
- Technology to enhance instruction
- Differentiation/scaffolding to support students as needed

In addition to the texts and genres addressed below, teachers may conduct literature circles with texts, stories, and articles as appropriate.

## **Unit 1: Double Take**

**Essential Question:** When do you really know someone?

**Genre:** Short Stories

**Writing:** Fictional Narrative

**Description:** Students will develop and practice critical reading strategies in order to be able to read fluently and to speak, think, and write about the texts they read. This unit will explore the ways in which we come to know and understand other people, looking beyond stereotypes and first reactions. Students will begin with a small group activity to introduce the essential question. Next, they will study the essential question by learning about interview skills, answering questions about themselves, then sharing their answers with classmates. To begin preparing for the literature, students will learn to annotate a reading, then will dive into the first selection. As they read, students will learn to analyze conflict, historical background/setting, and use of language. To learn more about theme, students will compare the selection to a paired poem and nonfiction text; following all the readings, students will write to a prompt related to the essential question, using the texts as support. A second writing sample also tying to the EQ will ask students to write a biographical sketch. To increase speaking practice, students will share these examples orally. The third and final writing assignment of the sequence will be an on demand opinion paragraph. Sequence two will introduce a short story. Students will analyze protagonist and antagonist. Upon completion of the reading, students will compare narrative style to another storytelling writer, and will write a narrative paragraph in a style of their choice orally and in writing. Sequence three will introduce the final short story. Students will evaluate the message, looking beyond the stereotypes placed on the characters and considering how race and ethnicity affect the way people view themselves and each other, and will connect to a poem and memoir of similar theme. After reading the selections, students will write a personal statement connecting to the literature. Their final writing will be a response to the essential question.

**Final Assignment:** Students will examine a professional model and follow the steps of the writing process to write a short story presented through writing, video, or sound recording.

## **Unit 2: Against the Odds**

**Essential Question:** How do people challenge expectations?

**Genre:** Nonfiction narrative

**Writing:** Autobiographical Narrative

**Description:** In this unit, students will explore the ways people discover their potential, challenge expectations, and do the impossible. The unit will begin with a discussion about the essential question and an analysis of short demo texts to unpack elements of narrative nonfiction. Next, students will read the sequence one selections, analyzing the features of texts such as magazine articles, news stories, and narrative nonfiction and focusing on learning to identify the main ideas and supporting details as they connect to the essential question. Following the first selection of readings, students will write a news feature about a music, science, art or sports competition, answering the question, “What motivates people to live up to their potential?” Sequence two will include nonfiction narrative selections (such as “My Left Foot”). Students continue to develop critical reading strategies and connect and compare nonfiction narrative to other forms of nonfiction. Sequence three includes a text such as “Freedom Writers Diary” and poetry relating to the EQ and a speaking listening workshop on narrative presentation. Students will prepare and deliver a story about a time when they did something others thought they could not.

**Final Assignment:** Students will write a drafted autobiographical narrative.

### **Unit 3: The Ties That Bind**

**Essential Question:** What Tests a Person’s Loyalty?

**Genre:** Literature, short stories

**Writing:** Position Paper

**Description:** Each sequence of the unit will focus on a specific aspect of the larger question “What tests a person’s loyalty?” Sequence one begins with an inside-outside circle discussion about how the students view themselves and their society in regard to the essential question. Next, students will study a series of photos and analyze the messages conveyed. After explicit instruction on how to read fiction and the structure of short stories, students will begin the reading selections, connecting each to the authors’ messages about loyalty. They will end the sequence by writing a short comparison essay. Sequence two introduces another set of text selections and literary history and criticism. Students will also learn about viewpoint and will write responses to the stories and news features as they progress through the texts. Sequence three includes the final fictional short story coupled with a nonfiction selection on the culture and history of the country of origin of the piece.

**Final Assessment:** Using models, graphic organizers, and the writing process, students will learn how to write a position paper.

### **Unit 4: Express Yourself**

**Essential Question:** What does it really mean to communicate?

**Genre:** Nonfiction (magazine articles, news features, narrative nonfiction, essay)

**Writing:** Opinion

**Description:** Students will begin this unit emphasizing non-fiction with a fishbowl discussion about methods of communication and the cultural nuances of cultural expectations in communication. Prior to the reading selections, students will practice

strategies for approaching nonfiction texts. The first two reading selections are on the science and culture of nonverbal communication, analyzing for cause and effect as they progress, culminating in a short essay. Sequence two pairs a collection of nonfiction articles and a humorous column, and students will analyze the structure of the texts, respond to the ideas within, and then write a short research response connecting to the readings and an opinion statement about the information in the readings. Additionally, to practice verbal language and organizational skills, students will present a short speech. They will end the sequence with a panel discussion on the essential question, with each student on the panel planning a different response to the question. For the final sequence, students will read about a young woman learning English and will analyze a poem on the same subject, then in writing will compare their own experience to the subjects' in the texts.

**Final Assignment:** Students will create a multimedia presentation about their response to the essential question.

### **Unit 5: Moment of Truth**

**Essential Question:** What do people discover in a moment of truth?

**Genre:** Literature, short story, poetry

**Writing:** Literary Research Report

**Description:** For this unit on the structure of short stories, students will begin addressing the essential question--how people respond to a moment of truth--by completing an anticipation guide and reviewing the elements of short stories. Next, they will read the selections for sequence one, a short story paired with a poem, and will write a review of one of the selections. Sequence two continues investigation of the EQ with two additional short stories followed by writing about the message of the literature. In sequence three students read their final short story and a magazine article, analyzing the authors' purposes, then writing a speech in response to the message of the texts. To provide speaking and listening practice as they close the unit, students will participate in a seminar discussion. As their drafted assignment, Students will write a literary report combining research with their own insights about what they read.

**Final Assignment:** Students will write and perform a skit.

### **Unit 6: Rights and Responsibilities**

**Essential Question:** How can we balance everyone's rights?

**Genre:** Non-fiction, Social Studies

**Writing:** Position Statement; Persuasive Essay

**Description:** For this unit, students will examine personal rights and privileges and how to best protect individual and public rights as they explore the struggle for human rights around the globe. They will begin by forming jigsaw groups to discuss four key ideas of the essential question, then will take their expert answers to a cooperative learning group for a further discussion. They will consider beliefs about rights in other cultures before learning how to read persuasive nonfiction. Next,

students will dive into the sequence one texts and take a close look at one particular issue. Students will write an analysis of evidence in the texts. Sequence two will introduce persuasive texts and cartoons and students will learn to compare evidence and will write a letter to a local representative expressing their ideas about the ideas in the text before following a model to write a short position statement about an issue of their choosing. The final assignment for the sequence asks students to select a subject and plan, practice and perform a persuasive speech. Students will deepen their understanding of the EQ in sequence three as they read additional persuasive nonfiction. They will end with a letter to the editor before writing a persuasive essay.

**Final Assignment:** Students will plan a political campaign about a particular issue related to the EQ.

## **Unit 1B: Fear**

**Essential Question:** What Makes Something Frightening?

**Genre:** Short Story

**Writing:** Literary Analysis, Persuasive Essay

**Description:** For this unit on the structure of short stories, students will begin addressing the essential question by using a graphic organizer to generate things people fear and interviewing a partner about fears. Next, they will look at a collection of art that may be intended to elicit fear and discuss the effects on the viewer. Students will examine demo texts to learn about genre and reading strategies, then move on to read the short story selections, paying attention to adjectives and other descriptive phrases and specific details that build mood. The second cluster will include additional readings (suggested text: "The Babysitter") including a piece of fiction and poetry for comparison, and will culminate in a short literary analysis. The final sequence will introduce additional short stories (suggested texts for this unit: "Tell-Tale Heart", "The Raven"). Students will answer the questions "What role does imagination play in making a story frightening?" and will write a literary analysis analyzing the tone and mood of the pieces.

**Final Assignment:** Students will write a short story with an intriguing conflict, a memorable setting and characters, and a plot with a surprise ending.

## **Unit 2B: The Media**

**Essential Question:** How Do the Media Shape the Way People Think?

**Description:** For this unit, students will explore how advertising changes our opinions and will consider the ways media shapes our worldview. They will begin by forming jigsaw groups to discuss four key ideas of the essential question, then will take their expert answers to a cooperative learning group for a further discussion. They will consider how the media shape people's thinking in other cultures before looking at the role of advertising in America. First, they will consider a set of statistics, then they will read several demo texts to learn reading strategies for non-fiction before diving into the main reading selections about advertising, slogans, and logos. They will learn how to evaluate ads critically. Students will

examine a model and write a letter to the editor about a social issue they feel strongly about. The second sequence of the unit will consider how minorities are portrayed in the media and will culminate in writing an opinion statement and conducting a debate about why people should care about minority representation in the media. Finally, through reading about the history of news, an article about bias in the news, and “Is Google Making Us Stupid?” and by watching and analyzing examples, students will discover how the news media affect our understanding of events.

**Final Assignment:** Students will write a persuasive essay.

### **Unit 3B: Where We Belong**

**Essential Question:** What Holds Us Together? What Keeps Us Apart?

**Genre:** Drama, Poetry

**Description:** For this unit, students will consider how families hold us together, will explore how friends show loyalty, and will discover what it means to belong to a community. They will begin with a discussion about the ways in which others treat us and to what degree we have control over that treatment. Students will explore what keeps people together or apart, using sentence frames to construct their answers. Next, they will consider several art pieces about the idea of the “melting pot” and will articulate the artists’ message verbally and/or in writing. Next, students will explore demo texts to learn about the genre and reading strategies for drama and poetry. Students will then read a biography of the author of a play and explore the time period of the piece to learn about historical setting. As students read for fluency and expression, they will also learn about literary elements of drama and explore the theme of belonging. When they are done with the play, they will read several complimentary poems as they continue to develop the essential question. Their writing assignment for this sequence is to write about theme. Students will read a second play coupled with a poem in sequence two, and will write and deliver a narrative presentation about a family story. The final sequence will include a collection of poems from a variety of American perspectives (suggested titles: “Where is My Country” by Nellie Wong, “I, Too” by Langston Hughes, “Legal Alien” by Pat Mora, and “Human Family” by Maya Angelou).

**Final Assignment:** Create a poetry anthology

## Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	Instructional materials funding will be utilized for the adoption of 7-12 ELD program.