



## Santa Rosa City Schools Course Proposal

Proposal Submitted By: Teaching and Learning

Course Title: Academic Language Development 9-10

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 9-10 is a course for English Learners, including Long Term English Learners. The course builds student competence and confidence through consistent instructional routines and the 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:**

**Essential Question: What influences our beliefs and actions?**

**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. Students will address the essential questions through reading, discussion, research and writing. The first sequence begins with a discussion to connect to the essential question. Students will use sentence stems to collect ideas about the factors that influence the ways people act. They will analyze a graph representing results of a survey (for example: how much celebrities influence teen behavior) and hold a small group discussion about the results. Before reading the first selections, students will study reading strategies that will help them annotate for key ideas and for making personal and academic connections and will be introduced to sentence stems that will support responding to what they read both verbally and in writing. Next, students will study key vocabulary and then read a short story along with a non-fiction text with a similar focus (an example pairing is “The Experiment” along with an article on the history and research behind superstitions) and will write a low-stakes response to the texts. To finish the sequence, they will complete a narrative paragraph. In the second sequence, students will read a short story and memoir and will write responses as they go. This sequence will end by role playing characters in the texts and writing a comparison between the two. The final sequence will include a third short story. Students will write an opinion piece about the characters.

**Final Assignment:** Students will examine professional models and use the steps of the writing process to write a children’s book surrounding the essential question. Students will choose a method to publish their book.

## **Unit 2: Family Matters**

**Essential Question: How do our families affect us?**

**Reading Progression:**

**Description:** In this unit, students will explore scientific texts. They will begin by learning how to read scientific texts, then for each sequence of reading will practice analyzing for text structure, details, and author's purpose. They will learn about DNA and genes--what they are, how they are passed on, where they are stored, and what they control, and where family resemblance comes from. Additional readings probe fast food and the question "Do family meals matter?" Students will read several short stories to determine the importance of eating meals as a family and how culture plays a part in family dynamics. After reading a number of scientific nonfiction selections, including graphs and charts, students will read an autobiographical incident in order to compare types of nonfiction. Students will write about the readings by answering the essential question. Then they will specifically compare and contrast the structure of expository, narrative, argumentative, and procedural texts in order to deepen genre awareness and purpose. They will then write a critical review of the texts by considering which style best held their attention and what they learned from each. The second sequence will end with students conducting interviews of each other. In the final sequence, students will read additional autobiographical stories; they will end with a final writing. Throughout the unit, students read about how families affect us, answering the essential question for a final time and incorporating evidence from the readings and their own lives. Using student sample models as guides, students will write a news article about what is new or unusual in their family, school, or community.

**Final Assignment:** After viewing short examples, students will make a short (three minute) documentary about their own family or another family.

### **Unit 3: True Self**

**Essential Question:** Do we find or create ourselves?

**Description:** In this unit, students will explore whether appearance matters and the struggles people face about their identity. Students begin by learning how to interpret a cartoon and then analyze and debate a cartoon that explores the essential question. Students will read fiction and nonfiction about characters and people struggling to find themselves and/or fit in. Following the reading, students will write in response to what they learned about why and how people struggle to find themselves, using examples from each text to support their positions. The second sequence will pair a nonfiction poem and a short story. Students will practice retelling the story to each other and will write their opinion about the extent to which outside people and things impact who we are. Sequence three also pairs a fictional story with an autobiographical poem. After reading, students will write a response to literature, choosing from a number of prompts that ask them to compare and contrast the two pieces. Throughout the unit, students will engage in a series of oral and written activities synthesizing the texts and connecting them to the essential question.

**Final Assessment:** Working in groups, students will curate a collection of poems,

songs, art, cartoons, videos, or other genres of their choice that answers the essential question. They will write artists' statements for each piece, explaining how it connects to the exhibit, and will conduct a gallery walk of all the collections.

#### **Unit 4: Give and Take**

**Essential Question:** How much should people help each other?

##### **Reading Progression:**

**Description:** This unit explores how much people should help each other. Students will begin this unit with a Four Corners activity centered on the essential question. Next, they will learn key vocabulary of the unit and learn how to uncover main ideas in non-fiction. They will read a series of nonfiction text about people who enable, disable, and help one another and will analyze the texts for the development of ideas, engaging in partner and class discussions as they progress. At the end of sequence one, students will write a personal response tying the essential question to the readings, and will write a research paper with a connection to biology. The second sequence includes additional nonfiction selections such as an autobiography. Students will analyze the text structures, learning about chronology as an organizing device, and will learn to write a summary, practicing with each piece. They will write a personal essay on demand, using evidence from the texts to support their positions. Working individually or in pairs, students will plan, practice, and deliver an oral report about an organization they have researched that helps people. In sequence three, students will consider the effects of PTSD as they compare a nonfiction piece to a poem, learning about figurative language as they read. At the end of this sequence, students will prepare and deliver a short multimedia presentation that answers the essential question.

**Final Assignment:** After studying models, students will write a problem-solution essay.

#### **Unit 5: Fair Play**

**Essential Question:** Do people get what they deserve?

**Description:** For this unit, students will read several texts about bullying, injustice in communities, and what happens when people insult others, as well as how to heal. They will begin addressing the essential question by considering quotes on justice and the idea and beliefs about justice in other cultures. Next, they will deconstruct how to unpack the thinking process behind analyzing theme, characters, and conflict in stories. Students will read the main selection and paired texts, analyzing for theme and connecting to the essential question as they progress. The sequence ends with students writing a paragraph expressing their thoughts about the essential question. The second sequence pairs a short story and a nonfiction magazine article; after reading, students will write a letter to the editor, using evidence from both texts. Their writing on demand will ask for a

character sketch. Drawing on all the readings as well as personal experience, students will prepare for and participate in a panel discussion on the essential question: Do people get what they deserve? Sequence three asks students to consider author's style and use of language as they read the final selections of the unit for theme and irony. In addition to working with the text, their short writing for this sequence will be a letter of advice. Their final drafted writing will be a process paper.

**Final Assignment:** Students will write and present a comic book or graphic novel that responds to the essential question.

## **Unit 6: Coming of Age**

**Essential Question: What rights and responsibilities should teens have?**

**Description:** For this unit, students will explore teens' rights and responsibilities. In sequence one, students will begin by holding a round table discussion considering teen behavior. To activate cultural perspectives, they will read and talk about rites of passage in various cultures. Next, they will read several short pieces about teens' rights (such as can their lockers be searched? Should teens be required to wear uniforms? At what age should teens drive?) before diving into a pair of articles about brain development and maturity. As they read, students will learn to evaluate author's purpose and viewpoint. After studying some examples, to complete the sequence, students will write a letter to the editor about a topic they have an opinion about. Sequence two explores whether teens should have curfews. Students will first read about the history of curfews in the United States, then will read two opinion pieces on curfews before writing a response expressing their opinion. The final assignment for this sequence is to deliver a short persuasive speech on an issue of their choosing. In sequence three, students will read about the reality of holding adult responsibilities. Students will read about jobs and living expenses, and will evaluate sample resumes and cover letters. To end the sequence, students will read an interview with a psychologist who specializes in teen behavior. To end the unit, students will participate in a discussion about what rights and responsibilities teens should have, using evidence from all the readings to support their responses, then will write a persuasive essay after studying the genre by analyzing a professional model.

**Final Assignment:** Working alone or in small groups, students will create an ad campaign related to the essential question.

## **Unit 1B: Think Again**

**Essential Question: What Influences How you Act?**

**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 how family, friends, society, and circumstances influence choices. For

each reading selection, students will discuss the elements of the genre. They will begin with a pair-share/small group discussion to connect to the essential question. Students may use sentence stems to assist their response. Using a short story in which a character has to make a moral choice or learns a lesson from a choice he makes (such as *Thank You, M'am*), students trace the active verbs and descriptive words, and characters' choices and consequences. Student also track the details of the setting pay close attention to details that suggest time period and social circumstances to uncover how society influences choices. They will use the story to create sentences in both present and past tense. Next they will listen to and/or read an interview. They will analyze the word choices, idioms, and message and draw conclusions about the choices discussed by making and supporting a claim. Next, they will prepare an oral response to the selections. Students will then read additional stories in which characters change their minds and make moral choices (suggested stories include "The Necklace" or "Gift of the Magi" and/or an excerpt from *Grapes of Wrath*) and connect the events in the stories to their historical time periods. They will discuss a time they made a choice and use various strategies to plan an autobiographical narrative.

**Final Assignment:** Students will examine a professional model and follow the steps of the writing process to write an autobiographical narrative.

## Unit 2B: The Art of Expression

### Essential Question: Does Creativity Matter?

**Description:** In this unit, students will explore the ways people express creativity and the role art and music play a role in people's lives as they investigate where creativity comes from and consider ways they can find their own voices. The unit will begin with a gallery walk. Students will discuss which images/artists are creative and why. Next students will discuss and analyze quotes on creativity. They will find their own selections to share and analyze (use the question *why is this piece creative?* Add claim + reasons). With an emphasis on non-fiction and poetry, after a genre study using demo texts, students will will gain fluency and content knowledge by reading texts in a variety of genres (essays, song lyrics, poetry) on brain research, creativity, and the creative process. They will use the readings to analyze the historical and social contexts, to identify author's purpose, and to identify the main ideas and make connections across the texts. Students will be exposed to the art of slam poetry and will both analyze the poetry and performances of others . Finally, as practice taking a stand for writing their position papers, students will create a demonstration answering the essential question for the unit.

**Final Assignment:** Using professional models as guides, students will write a short position paper on a topic that "makes them want to speak out."

## Unit 3B: The Hero Within

### Essential Question: What Makes a Hero?

**Description:** Students begin with a think-ink-pair-share about the essential question. Students will read a text that features a character who could be seen as a hero, using read and think alouds to identify key details and symbols, and connect the content to society or history. For the next sequence of readings-- short stories and/or articles about people who stood up for a cause-- students will learn about and analyze a narrator's viewpoint. To gain additional practice and proficiency, they will research the historical context for the readings. Students will then learn about, prepare, practice, and conduct a panel discussion about their ideas on heroism. To end the unit, students will read a short biography of an author and a story by the same author, analyzing how the author's background connects to the themes in her story. They will read additional accounts from the same time period and of similar events (for example Civil Rights), and draw conclusions orally and in writing about how the idea compares across texts.

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

### 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.