



## Santa Rosa City Schools Course Proposal

Proposal Submitted By: Teaching and Learning

Course Title: Academic Language Development 8

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)

N/A

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

N/A

### Explain the rationale for course addition or modification

This course is a revision of the current Intensive ELD support classes at the middle school level 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 8 is a course for English Learners, including Long Term English Learners. It is designed to build academic language, improve literacy skills, and content knowledge for Long Term English Learners. 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) Strategies for Success. Course units strategically and intentionally emphasize academic language development, structured oral and written practice, reading comprehension, writing skills, organizational and study skills. The units build into and from other core content areas. Culturally and linguistically responsive units will reignite an excitement about learning, connect literacy and education, and will allow students to see the relevancy of their learning by connecting it to current issues and their own lives.

### Course Content:

**UNIT 1: Essential Questions:** What is my cultural identity? How do I identify with both my home culture and the other cultures (school, peers, society)? What have I learned from my experiences?

**Writing Focus:** Narrative Writing

**Reading Focus:** Fiction and nonfiction. Short stories, articles, poetry

Students will develop and practice critical reading strategies in order to be able to read, think, write, and speak fluently as they connect their ideas to the essential question. The unit will begin by asking students to respond in low-stakes writing to the essential question. Students will participate in rich, structured oral discussions in partners, small groups, and whole groups. Students will learn elements of genre and the function and effect of writing and literary devices.

**Major Assignment:** Students craft a personal narrative that answers the essential questions

based on their own experiences, challenges, or successes as they faced their own acculturation. Student writing shows effective technique, well-chosen details, and well-structured events. Students have a choice in how they format their personal narrative either through story, article, essay, or narrative poem. Students use technology to publish their writing and to interact and collaborate with others about their writing.

**Recommended Reading:** Students will read authors and texts such as the following suggestions:

- Stories from *Walking Stars*
- "Heritage" (poem) by Grace Marie Grafton
- Gary Soto selections from *Baseball in April*
- "I am" (poem) by Audre Lorde
- "Song of Myself" (poem) by Walt Whitman
- "The Medicine Bag" (short story) by Virginia Driving Hawk Sneve
- *Amina's Voice* by Hena Khan
- Study: Language - not religion or birthplace - defines national identity (nonfiction science)
- Newsela Text Sets such as "Layers of Identity," "Immigration and Religious Identity," and/or "Springboard 10.1: Cultural Conversations"
- "The Circuit" by Francisco Jimenez

**UNIT 2: Essential Question:** What can we learn from other people's inspiring stories of resilience that we might be able to use in our own lives?

**Writing Focus:** Multi-genre Writing

**Reading Focus:** Historical non-fiction (primary sources and documents), historical fiction, biography

Students consider the essential question as they identify important characteristics in historical figures, community members, and themselves, and draw relevant connections between these traits. Students pursue deep questions about themselves, their communities, and the historical figures that inspire them. By reading nonfiction sources, biographies, and/or historical fiction, interviewing community and family members, and

guest speakers, students will read, write, speak and think about the essential question. Students will research, write, speak, and listen in an authentic, real-world context as they build competency in critical thinking, problem solving, collaboration, communication, and creativity.

### **Major Assignment:**

Students connect a resilient historical figure, a resilient community member and their own personal story of resilience through a multi-genre product that synthesizes their learning and may include a combination of original creative poetry, personal reflection, artistic expression such as collage, excerpts from thank-you letters, interviews or texts about historical figures, and vision statements about future aspirations.

**UNIT 3: Essential Questions:** How do you define success? What does it mean to look like a successful adult in our society? What does it mean to be college and career ready?

**Writing Focus:** Informational Writing

**Reading Focus:** Nonfiction (social studies, current events)

Students consider the essential question as they inventory and discover their strengths and interests, read literature and nonfiction and carry out research on college and career. Students will take personality inventories and explore potential career possibilities, and will individually create a college or job application and resume. Students will also write a carefully sequenced narrative letter to themselves as if they were a senior looking back over their secondary school career.

**Major Assignment:** Both individually and with a collaborative team, students will explore college and career options and analyze the potential of each choice or pathway. Within a group or team, students will have the choice to present a well-thought out informational piece on a college or technical school or pathway and will collaboratively create a recruitment video. Potential audiences are school bulletins, presentation to 7th grade classes, or a school career fair, or any viable audience appropriate to their site.

### **Recommended Reading and Activities:**

- How to Survive High School: The First Day of School/My Name is Eva
- Road Trip Nation
- Nine Steps to Success: Teens Can Make it Happen by Graham Stedman

**UNIT 4: Essential Questions:** What defines a leader? Are leaders born “natural leaders” or can leadership be developed? What are the most important qualities for a leader to have? Why? In what ways have I or could I use these qualities to take on a leadership role in my own life?

## Writing Focus: Argumentative Writing

**Reading Focus:** Fiction (short story and/or novel), nonfiction (autobiographies, biographies of leaders, speeches)

Students will examine the idea of leadership by reading, discussing, and analyzing autobiographies, biographies, historical accounts, and anecdotes about various leaders. Students will explore the idea of leadership through low-stakes writing about their own leadership qualities. Students will also participate in discussion, inner-outer circles, four corners, and silent debate as they discuss current events and leaders as well as past leaders.

**Major Assignment:** Students will write an argumentative essay about the three or four most important qualities of a leader that they intend to develop in themselves. In each paragraph, students will support their choices with specific examples from the lives of the people they have encountered in the unit and explain how the particular quality demonstrated was essential to the person's success as a leader.

## Recommended Reading:

"Education of the Heart" Famous Quotes by Cesar Chavez

John F. Kennedy's inaugural speech

"Choice: A Tribute to Dr. Martin Luther King, Jr." by Alice Walker

[How Parkland Students went from Teens to Activists](#)

[Rise Up Women! The Remarkable Lives of the Suffragettes.](#)

"U.S. Airways Flight 1549: Anatomy of a Miracle" Vanity Fair May 5, 2009

Johnna Day: ["The Leader in Me Theme Song"](#)

**UNIT 5: Essential Questions:** What can bring individuals or groups into conflict with each other? What are some of the effects of human conflict? What contributes to the resolution of conflict? How can individuals and groups who have deep differences learn to understand and resolve conflicts with each other?

## Writing Focus: Dialogues that are performed for an audience

This unit focuses on oral language development and language with a meaningful output/purpose as students explore human conflict by reading short stories, vignettes, news articles, magazines articles, plays, and by viewing films or short video clips that show individuals and groups in conflict for various reasons. Students will strengthen abilities to identify central conflicts in works of literature, non-fiction and multi-media, and enhance capacities to understand and empathize with multiple perspectives. They will analyze causes and effects of conflicts, as well as possible solutions or ways to address them. Possible strategies and activities include keeping dialectical journals, writing journal entries from the perspective of literary characters or historical characters, and role plays. Individuals and organizations that have played critical roles in resolving

conflicts (Desmond Tutu, the Dalai Lama, Nelson Mandela, Malala, Southern Poverty Law Center, etc.) will be highlighted in this unit. Students will write dialogues between characters who are experiencing conflict and show how the conflict develops, and how it is resolved and will present their dialogues to a class or other audience. Each set of partners focuses on a different kind of conflict. Students will learn skills to resolve conflicts in their own lives (by participating in training sessions and/or hearing presentations by counselors, SAY or RJ support).

**Recommended Reading:**

- Refugee by Alan Gratz
- Hidden Like Anne Frank 14 True Stories of Survival by Marcel Prins and Peter Henk Steenhuis
- Dred Scott v Sandford Supreme Court case
- Brown v Board of Education Supreme Court case
- If You Traveled on the Underground Railroad by Ellen Devine
- Japanese internment
- Civil Rights
- American Revolution (Troll Associates)
- Junior Scholastic magazine: issues about conflicts (for example, "21st Century Slavery" from December 11, 2017)
- The Outsiders
- Conflict Resolution
- Film: Ernest Green Story (*The Arkansas Nine and School Desegregation*) *Caution: There are historically accurate racial slurs in this film. It would be a good idea to seek parent permission*

**UNIT 6: Essential Questions:** What is the American Dream? Is the American Dream real? Is it more important to have individual success or collective success? Who shares in the American dream? Who is left out of the American Dream?

**Writing Focus:** Interview, Reflective/Narrative

**Reading Focus:** Nonfiction articles, fiction (novels and/or short stories), poetry, speeches

Students explore the multiple ways in which the idea of the American Dream has been defined, changed over time, and critiqued by reading nonfiction articles, fiction (including novels and/or short stories), poetry, interviews and speeches. Students will investigate who and who has not had access to the American Dream in different times and places of the nation.

**Major Assignment:** Students will interview a relative about their ideas and experiences with the American Dream. Possible follow-ups may include a reflective piece of writing comparing their relative's ideas to their own ideas about the American Dream or a poem

expressing their own ideas and feelings about the American Dream.

**Recommended Reading:**

- "Achieving the American Dream" by Mario Cuomo
- "Sharing in the American Dream" by Colin Powell
- "The American Dream" by Dr. Martin Luther King, Jr.
- "I Have a Dream" by Dr. Martin Luther King, Jr.
- "Let America be America Again" by Langston Hughes
- "Dream Deferred" by Langston Hughes
- *Esperanza Rising* by Pam Munoz Ryan
- *American Dreams: Lost and Found* by Studs Terkel
- "What Is the American Dream Today?" by Kimberly Amadeo
- Excerpts from *The Audacity of Hope: Thoughts on Reclaiming the American Dream*

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

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