



## Santa Rosa City Schools Course Proposal

Proposal Submitted By (School): Teaching and Learning

Course Title: Academic Language Development for Newcomers

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:

ELPAC 1: This course must be taken with Foundational English for Newcomers

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

This course will meet the "g" requirement for graduation.

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

This course will be submitted for approval as a college preparatory "g" /English as a Second Language/English Language Development course 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 updated 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 1 level. 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 social and 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 1 is a course for English Learners at the ELPAC 1 level. The course is designed to advance students who demonstrate limited receptive and productive English skills so that they grow their capacity to communicate in more complex, cognitively demanding situations. By using best practice-strategies, developing key vocabulary, literary concepts, and grammar skills, students will acquire the basics of oral and written English language. Students will understand familiar topics with substantial linguistic support in contextualized settings. As readers, students interact with increasingly complex written material. As writers, they will focus on using learned vocabulary, basic conventions, and appropriate sentence and paragraph constructions. The course includes systematic instruction of phonics, and roots to assist in literacy acquisition. 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 English language development, structured oral and written practice, reading comprehension, writing skills, and organizational and study skills. Upon completion of the course, students will have basic communication skills in social and academic settings.

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
- Interactive reading strategies (echo reading, annotating the text, identifying key ideas, cloze reading, etc.)
- Listening activities
- Independent work
- Technology to enhance instruction
- Differentiation/scaffolding to support students as needed

### **Unit 1: Basic communication--All about me**

Reading and Speaking: High frequency words, letters, sounds, blending

Vocabulary:

- Greeting and goodbyes
- Numbers and number words
- Family members
- Polite words
- Places

Writing: Writing about yourself

Writing focus: Complete sentences

Language/Speaking: Provide personal information, make introductions, conduct daily communication

Unit Project: Make a class book or quilt

### **Unit 2: All about school**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- All around school
- Colors and sizes
- Shapes

Writing: Writing about school

Writing focus: Capital letters, complete sentences

Speaking: Give information, give and follow commands, ask and answer questions

Unit Project: Write a news article: tell about your school

### **Unit 3: Schedules and Jobs**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Times and days of the week
- School schedules and class schedules
- Jobs and workers

Writing: Write about your first day in the USA

Writing focus: Capital letters, complete sentences, adding details

Speaking: Give information, give and follow commands, ask and answer questions

Unit Project: Students write a short story or narrative

### **Unit 4: Hobbies and Activities**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Classroom activities
- Sports and outdoor activities
- The arts
- Words for people and things

Writing: Write about an activity, write about a classmate

Writing focus: Complete sentences, adding details

Speaking: Give information, ask and answer questions, tell about events

Unit Project: Make a photo book and describe the images

### **Unit 5: Food, Money, Likes and Dislikes**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Meals
- Food items

- Money
- Shopping

Writing: Write about your favorite food

Writing focus: Plurals, complete sentences

Speaking: Give information, express likes and dislikes, shopping words

Unit Project: Make, present, and share your favorite foods

## **Unit 6: Navigating Society**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Parts of a book, print materials
- Technology and computer words
- Signs and safety, location words

Writing: Write a How To

Writing focus: Sentences

Speaking: Express needs and wants, give and follow commands, ask and answer questions

Unit Project: Students write an information book

## **Unit 7: Our Health, Our Bodies**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Parts of the body
- Health words
- Describing words
- Feelings

Writing: Describe a friend

Writing focus: Capital letters, complete sentences, adding details

Speaking: Give information, give and follow commands, ask and answer questions

Unit Project: Students write a short story or narrative

## Unit 8: Clothing and Weather

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Clothing and time order words
- Clothing and describing words
- Weather and describing words

Writing: Write a letter

Writing focus: Complete sentences, salutations and closings

Speaking: Ask and answer questions, describe things, express ideas

Unit Project: Design, write about, share a piece of clothing and/or conduct a fashion show

## Unit 9: Our Community

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Community places and workers
- Location words
- Products for sale
- Vehicles

Writing: Write about a favorite place

Writing focus: Nouns

Speaking: Give directions, express intentions, describe actions

Unit Project: Draw a community map

## Unit 10: Seasons and celebrations

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary:

- Seasons, months, activities, dates

Writing: Write about a celebration

Writing focus: verbs

Speaking: Describe actions, make a request

Unit Project: Make a class yearbook

### **Unit 11: Reading to learn, learning to read literature**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary: For the following units, vocabulary will focus on academic terms and high frequency words as appropriate to the text selections and students' interests and needs.

Reading: Short stories, fiction

Writing: Respond to text

Writing focus: Capital letters, complete sentences, adding details

Speaking: Talk about text using sentence starters; pair and class discussions

Unit Project: Students write a short story or narrative

### **Unit 11: Reading to learn, learning to read current events, news**

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary: For the following units, vocabulary will focus on academic terms and high frequency words as appropriate to the text selections and students' interests and needs.

Reading: Articles, non-fiction

Writing: Respond to text, analyze text, identify central ideas

Writing focus: Capital letters, complete sentences, adding details, supporting ideas

Speaking: Talk about texts using sentence starters; pair and class discussions

Unit Project: Students write a news feature/informative text

## Unit 12: Reading to learn, arguing an issue

Reading and Speaking: High frequency words, letters, sounds, blending, decoding text, word formation, sentence formation

Vocabulary: For the following units, vocabulary will focus on academic terms and high frequency words as appropriate to the text selections and students' interests and needs.

Reading: Opinion pieces/controversial issues

Writing: Write an opinion piece

Writing focus: Capital letters, complete sentences, adding supporting details

Speaking: Talk about texts using sentence starters; pair and class discussions, expressing an opinion

Unit Project: Students write a short argumentative piece; hold a discussion panel; create a poster campaign on an issue

## 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.