



Santa Rosa City Schools Course Proposal

Proposal Submitted By: Teaching and Learning

Course Title: Academic Language Development 7

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 7 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 makes me a unique person? In what ways am I similar and different to the people around me? In what ways can people be different? What makes people the same?

Writing Focus: Poetry, Autobiographical

Reading Focus: Autobiographical, Biographical, Poetry

Students explore the qualities that make them unique as well as human differences and underlying commonalities through the reading of autobiographies, biographies, poetry and short stories. They may also view films and video clips. Students will clarify and strengthen a sense of personal identity while also practicing key literacy skills of reading, writing, listening and speaking.

Major Assignment: Students create an autobiographical collection of poems, which may include an acrostic, personification of character traits, "I am", and others.

Recommended Reading and Viewing:

"Fable" by Ralph Waldo Emerson

"If" by Rudyard Kipling

"Thumbprint" by Eve Merriam

Short Video: ["What Makes You Two Different?"](#)

[Motivational Video: Uniqueness](#)

Excerpts from *Wonder* by R.J. Palacio

[Book of Qualities by J. Ruth Gendler](#)

UNIT 2: Essential Questions: What does it take to become part of a community? How do individuals learn to feel safe in a group? How can trust and a sense of belonging be built in a group? In a classroom? On a school campus?

Writing Focus: Interviews, personal narratives, poetry, classmate biographies, informative and reflective posters, reading logs

Students will explore the dynamics of what helps communities function by learning about examples of various communities, including families, schools, sports teams, clubs, summer camps, non-profit organizations, and others through the reading and/or viewing of short stories, non-fiction pieces, films and online sources. Students will develop listening skills, communication skills, respect, and responsibility as they analyze the factors that contribute to well-being, trust, belonging, and success. They will compare and contrast the actions of characters and real figures who either contribute or are destructive to the building of community. Students will increase their reading fluency, their capacity to comprehend unknown vocabulary, and their ability to summarize and ask meaningful questions about their reading. Students will increase oral language skills through interviews and introductions of classmates.

Major Assignment: Students will write personal narratives about their experiences of moving to a new place, or of a first day of school, camp, a new sports team, club, etc. They will describe these experiences with the use of sensory details, and include thoughts and feelings about adjusting to their new environments, managing challenges, and what factors enabled them to feel a sense of belonging.

Recommended Reading and Activities:

[This Song Will Save Your Life](#) by Leila Sales

[Mexican White Boy](#) by Matt De La Pena

"Seventh Grade" by Gary Soto
"All Summer in a Day" by Ray Bradbury
"A Sense of Belonging" poem by Kayla Gardner

UNIT 3: Essential Question: What can we learn about ourselves through our friendships? What contributes to positive friendships? Why do friendships change over time? What can be learned from failed friendships? How are friendships during adolescence different from childhood friendships? How can friends deal with conflict in constructive ways? What do my friendships show about me?

Writing Focus: Personal Narrative, Reflective, Problem Solution, Drama

Reading Focus: Fiction, including short stories and novels, poetry, short plays, non-fiction articles

Students consider the essential questions as they read various works of fiction, including short stories and possibly a novel, poetry, short plays and non-fiction articles to explore the dynamics of adolescent friendships. Students will continue to strengthen reading skills of predicting, clarifying unknown vocabulary, questioning and summarizing as well as deepening their understanding of narrative structure, characterization, setting and theme. Students will further develop their abilities to conduct discussions, utilizing oral language protocols for building on each other's ideas.

Major Assignment:

Students create a short play in which two friends experience a conflict and find a resolution. Students utilize skills of creating realistic characters, dialogue, and employ rising action, a climax, and falling action. They then practice in order to perform their short play for the class or other audience. Students write a reflective piece about a personal life experience where they address many of the essential questions.

Recommended Reading:

- "The Amigo Brothers" by Piri Thomas
- ["These Five Stories is What Real Friendship is All About"](#)
- [Sylvia and Aki](#)
- [Teen Poetry: "Friends Forever, Do You Ever Remember?"](#)
- [Best Teen Writing of 2017](#)

UNIT 4: Essential Questions: What does it look like to come of age around the world? What are various rituals, ceremonies, and celebrations used to mark this new stage of life? What are examples of processes of preparation, expectations, rights and responsibilities?

Writing Focus: Informational Writing

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

Students explore various coming-of-age rituals and traditions around the world through examination of visuals, reading of non-fiction and fiction. 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 questions. The unit will begin by asking students to respond in low-stakes writing to the essential questions. Students will participate in rich, structured oral discussions in partners, small groups, and whole groups. After an examination of photos and texts, students will notice similarities and differences, react and respond to the ideas presented, and conduct further research on one rite of passage from around the world.

Major Assignment: Students will research and write about a coming of age ceremony in a country other than the United States.

Recommended Reading:

- [13 Amazing Coming of Age Traditions From Around the World](#)
- [Elle Magazine: "12 Captivating Coming of Age Ceremonies"](#)
- "Girl" by Jamaica Kincaid (As a writing assignment, students can use this as a mentor text and model expectations/advice placed on them)
- Selections from *Coming of Age Around the World: A Multicultural Anthology* by Faith Adiele
- Selections from *Coming of Age in America: A Multicultural Anthology* by Mary Frosch
- "A Boy and a Man" from *Banner in the Sky* by James Ramsey Ullman
- "It Happened Slowly- In Steps-Until I Woke Up One Day This Winter and Thought to Myself, Now Where Has My Childhood Gone?" poem by Z Trista Davi

UNIT 5: Essential Questions: How can one person or a small group make a difference in the world? What are reasons to be hopeful in our world today?

Writing Focus: Interviews, personal reflections, research writing, poetry, brochures, public service announcements and posters

Reading Focus: Non-fiction articles, online sources

Students will immerse themselves in learning about one issue of concern in our community and/or world. Through library and online research, they will discover more about the background and causes of the particular area of concern, what is currently being done to address the issue, and what further action might be taken. Students will learn about important figures or organizations that are working on their chosen issue, and what specific actions are having the greatest impact. They will collaborate and support each other in small groups. Students learn to participate actively in their communities as they work in teams to identify and clarify how to fill a real need, help a specific population,

engage in public service, and make a tangible difference in their neighborhood and beyond. If possible, students will find an expert in their field, and conduct an interview using skills learned during the project.

Major Assignment: Students will reflect on their experience by writing in multiple genres, including metacognitive journals, poetry, letters and persuasion. Students will choose from a variety of mediums to document and share evidence of their learning; they might produce a brochure, public service announcement or poster to communicate what they have learned.

Recommended Reading:

- *I Am Malala* by Malala Yousafzai
- *If I were in Charge of the World* (poetry) by Judith Viorst
- Newsela: "Kids Making Big Impacts"
- ["Kids Can Change the World" by Matt and Jack Webb](#)
- "Justin Lebo" by Phillip Hoose
- *Terrible Things: An Allegory of the Holocaust* by Eve Bunting
- *Zlata's Diary: A Child's Life in Wartime Sarajevo* by Zlata Filipovic

UNIT 6: Essential Questions: What is a stereotype? What are examples of stereotypes? What are some of the negative impacts of stereotypes? What are ways that individuals and groups can fight stereotypes? What are some positive effects of overcoming stereotypes?

Writing Focus: Argumentative

Reading: Fiction, including short stories and/or a novel, nonfiction pieces, including articles, biographies and autobiographies

Students will explore definitions and examples of stereotypes, including those related to gender, race, age, religion, and others by reading from works of fiction and nonfiction, and by viewing film excerpts. Writing will include low and medium stakes pieces in which students reflect on their own experiences and observations related to stereotypes; they will connect these to the texts and films explored in class. Students will increase their ability to determine the theme of a work of literature, support their choice with specific evidence from the text, and express their ideas with clear claims and reasoning. They will hone their abilities to participate in academic discussions with the use of structured protocols.

Major Assignment: Students will explore examples of overcoming stereotypes by people in history or people that they know. Students will write an argumentative essay that includes how stereotypes were broken and at least three examples of how this led to positive outcomes.

Recommended Reading:

- "The Boxer's Heart: How I Fell in Love with the Ring" by Kate Sekules

- "Billy Elliot" by Lee Hall
- *Freak the Mighty* by Rodman Phillbric
- *George* by Alex Gino
- *The Watsons Go To Birmingham* by Christopher Paul Curtis
- *Uglies Series* by Scott Westerfield
- *Wonder* by R.J. Palacio

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.