



Santa Rosa City Schools Course Proposal

Proposal Submitted By (School): Teaching and Learning

Course Title: Foundational English 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 Academic Language Development 1

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

This course will meet the English "b" requirement for graduation.

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

This course will be submitted for approval as a "b" 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 or 2 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.)

(TITLE) 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
- 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: Narrative Writing: All about me.

Essential Question: Who am I? What is my story? Who do I want to become?

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. They will

begin with an anticipation activity using think/pair/share to explore the Essential Questions. Texts will include biological articles, short stories/excerpts, and poems surrounding the essential question. The class will take notes using a graphic organizer on the academic and vernacular vocabulary for the unit. They will then identify the elements of literature using narratives and graphic organizers. Students will engage in activities like choral reading and cloze reading to practice phonemic awareness, marking the text with purpose, working with text function/structure, and building vocabulary. Additionally, students will participate in structured oral academic discussions as part of a whole class, in small groups, and in partners. For example, students might find pictures on the internet and will take turns describing the characteristics and actions of the people in the photos. Finally, students will write their own autobiographical narrative.

Final Assignment: Students will craft a personal narrative to be presented in a format/genre of their choice. Students use technology to interact and collaborate with others and to publish their writing.

Suggested Extensions: Students may write a picture book about themselves, focusing specifically on self-selected vocabulary that applies to themselves and their needs.

Unit 2: Wisdom of Ages

Essential Question: What makes us wise?

Description: Students will fill out an anticipation guide regarding wisdom. Students will then fill out a graphic organizer about the content vocabulary with an emphasis on phonemic awareness activities. Students will read stories, folktales and/or myths pertaining to the essential question. Teachers and students will use a variety of fluency activities while reading the text. Students will use an interview to learn the language function of describing actions. First, students will listen to an interview as they follow along with the transcript (use this example from [Story Corps](#), or find another that works with the class texts). Next, students will work with partners to act out actions while their partners describe what they see. Using think, pair share, students will propose actions a character can take to solve his problem. Finally, they will read a text involving a person with a problem; after reading the piece, students will use sentence stems to write advice to the person with the problem.

Final Assignment: Students will write a problem and solution paragraph (cause of the problem, effect of the problem, solution to the problem).

Unit 3: Global Village

Essential Question: What makes us the same? What makes us different?

Description: Students will use a concept map to draw and label the elements that form a community. They will brainstorm similarities and differences among different communities and will use a graphic organizer to track new academic vocabulary to prepare for the readings. Based on examining the titles, headings, and subheadings of the readings plus teacher selected pre-reading questions, students will pair-share ideas about the texts. Students will learn the components of main ideas and determining what is important. Students will practice different reading aloud activities with the teacher (Suggested texts found in Newsela: Utopian Communities Across America; San Francisco's Chinatown: Immigrants Build Community In City By the Bay;" "In Oaxaca, Street Art Protests Government, Supports Community; and "A Library In Haiti: A Community Effort.") They

will complete a graphic organizer while reading, noting the main ideas. To prepare for the next reading, students will examine a photo and focus in on details, adding adjectives to describe the nouns of the scene. Students will then find their own interesting photo and will work with a partner to write a description of it. Students' objective is to describe a place so well that without viewing the image, a partner can make a drawing of it. Finally, students make a list of words that describe a person and a neighborhood. Finally, students take a walking field trip around their own school community and practice applying their vocabulary and syntax (adjectives, action verbs, and nouns).

Final Assignment: Students create a multimedia/multi-genre (graphic with photos, text, art, quotes; may use technology if available) presentation answering the essential question

Suggested Extensions: Take students to the supermarket, public library, SRJC, Sonoma State, etc. Bring in guest speakers from the community. If they do not yet know how, teach students to ride public transport so they can get around the community. Through some or all of these excursions, students not only learn about our extended community, but also apply their learning to real life interactions.

Unit 4: Survival

Essential Question: What Does It Take to Survive?

Description: Students will think-pair-share what it takes to survive a difficult experience. They will use a graphic organizer to brainstorm the content and academic vocabulary. Students will learn the traits of a short story told in chronological order. Students will read several texts (suggested possibilities: "Two Were Left" by Hugh B. Cave; "To Build a Fire" by Jack London; "Mause" by Art Spiegelman; "I Never Saw Another Butterfly"; and various pieces on Newsela about natural disasters). Before reading, students will survey the texts and make predictions. While reading, students will circle words indicating chronology. They will make notes in the margins, noting especially the language that describes the experiences in the stories. Students will look at comics and story boards and read captions and then retell what happened. Next, in order to practice describing a past event, students look at a photo and listen to a news report (from video or read aloud) of the event depicted; to practice speaking and summary skills, they then tell a partner what the report describes. Students will then describe an unusual time or experience from their own lives. Finally, partners collect details about a survivor's experience through pictures and interviews (live or from research) and then describe the survivor's experiences. The class will read a story such as the graphic novel *Hercules: The Twelve Labors* by Paul Storrie, making predictions using the Frayer Model (EL Excellence p. 114) and pictorials with captions as they go. Students will consider challenges to survival in the text. After reading, students may work in pairs using manipulatives and sentence strips to organize the sequence of events in the story.

Final Assignment: Students will write their own survival story answering the essential question or will write a continuation to any of the reading selections from the unit, making sure to sequence the events.

Suggested Extensions: Ask school and/or community members to share their stories with the class. Students may take notes, sequence events, and/or ask questions.

Unit 5: Fitting In

Essential Question: How Important Is It to Fit In?

Description: Students will begin addressing the essential question through an anticipatory set and will use a graphic organizer, visuals, and activities to learn content vocabulary. Students will read stories with the theme of fitting in and will discuss the ideas of when it is worth it to try to fit in, and when someone might choose to be different from the crowd. Students will compare the genre features of nonfiction and determine how it is different from fiction. Students will read an adapted version of Mary Shelley's *Frankenstein* (or some similar text about what it feels like to be alone rather than part of a group. Other suggestions include excerpts from *Of Mice and Men*, *Wonder*, *The Hate You Give* or *Stargirl*). Additionally, students will read nonfiction accounts of people in situations where they have to make choices to fit in. While reading, students will participate in choral reading, think-pair-share, close reading, marking the text and making predictions as they analyze the plot in the story. Throughout, students will participate in activities that allow them to express opinions and plans for the future in order to practice future tense verbs.

Final Assignment: Students will write a fact and opinion paragraph using sentence frames as necessary for support.

Unit 6: What Matters Most

Essential Question: What is most important in life?

Description: This unit will begin with an anticipation guide and discussion about what brings value to life. Students will complete vocabulary activities and use a graphic organizer to learn new content vocabulary words. Students will read a play and use reading strategies, including surveying the text and making inferences. Students will learn about genre and plot. Throughout the piece, students will explore the ideas about what is important in the characters' lives. After reading the dramatic piece, students will make claims about the story (verbally and in writing) and write a response that explains their claim. Additionally, as they read and as follow up, students will learn the language function of giving and following directions. Partners role play various scenarios and give and follow directions.

Final Assignment: At the end of the unit, students will write, prepare, and perform a skit that reveals the theme of what matters most. They will give and follow directions as they practice and perform their work.

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	N/A
Other (be specific)	Instructional materials funding will be utilized for the adoption of 7-12 ELD program.