SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** **If Title Change, Previous Title:** Summer School ELD Booster Class 1 & 2	7. **Action** ▢New Course X Course Revision ▢ Title Change Only
2. Date Submitted:	8. **Grade Level**(s) ▢ 6 X 9 X 11 ▢ 7 X 10 X 12 ▢ 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) Required: ELPAC Test: students who have tested as emerging/expanding English Language Learners (ELLs) and are enrolled in San Leandro High School's (SLHS) ELD program at level 1 or 2. ▢ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ▢ YES (Check one below.) X NO ▢Honors ▢ AP ▢Other
5. Subject Area: English	11. **Is this a CTE course?** ▢ YES X NO **If YES, complete Section C**
6. **Department:** English Department	12. **Previously approved by UC?** X YES ▢ NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th ▢ **YES** **X NO** **a** ▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th **X YES** ▢**NO** **a** ▢ **b**X **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ▢ 0.5 (semester or half-year X 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Ramona Ansolabehere Phone: 618-4600 ext. 2218 Email: rmansolabehere@slusd.us Position: ELD Coordinator	
16. Approval Signatures: **Approval Date:**	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee 5/2/2018** **Date approved by Board**

16. Approval Signatures: **Approval Date:** Department Chair: Lucy Ruszel 4/30/2018 Principal: Dr. Richardson 4/30/2018	

SECTION B. COURSE CONTENT

17. Course Description: This summer school course is designed to boost and enhance English language acquisition skills For ELLs who are at the emerging/early expanding level of English acquisition. Common Core ELD standards will be used to develop students' English language knowledge and skills to advance their conversational and academic language proficiency. The class will focus on speaking, listening, reading, writing, vocabulary, English syntax, and English grammar. This course will build awareness of English resources and how meaning is made through English language choices. Students will be taught to become more meta-linguistically aware. Native country and U. S. cultural perspectives and practices will be integrated throughout the course.

18. Course Goals and/or Major Student Outcomes:

1. Interacting and using language in meaningful ways:

A. Collaborative: Students will --
- Exchange information and ideas with others using oral communication
- Discuss a range of meaningful social and academic topics
- Interact with other using written English
- Offer and justify opinion, negotiate with others and persuade others in communicative exchanges.
- Adapt language choices to various contexts (based on task, purpose, audience, and text type).

B. Interpretive: Students will ---
- Listen actively to spoken English in a range of social and academic contexts
- Practice close reading skills of informational text and fiction to determine how meaning is conveyed implicitly and explicitly through language.
- Evaluate how well writers and speakers use language to support ideas and arguments using details and evidence.
- Learn to identify text genre, purpose, audience, and topic
- Analyze how writers and speakers use vocabulary and syntax for specific purposes (to explain, persuade, entertain, etc.) depending on audience, text type, purpose, topic, and content area.

C. Productive: Students will ---

- Express information and ideas in formal oral presentations on academic topics
- Write text to present, describe, and explain ideas and information using appropriate as well as a range of technologies
- Justify their own arguments and evaluate others' arguments in writing
- Select and apply varied and precise vocabulary and other language resources to effectively convey ideas

2. Learning and reviewing how English works

A. Structuring cohesive texts
- Understanding text structure
- Understanding cohesion

B. Expanding and enriching ideas
- Using verbs and verb phrases
- Using nouns and noun phrases
- Modifying to add detail and to persuade

C. Connecting and condensing ideas
- Connecting ideas
- Condensing ideas

19. Course Objectives (standards)

https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

This summer school booster class will provide continuity for English language learners who are emerging/expanding and for whom daily practice of English is an important component for their overall progress with acquisition of the language. The course will introduce, as well as review and practice, vocabulary and grammar for both academic and nonacademic contexts. Students will work with a variety of texts to expand their lexical and grammatical skills in both written and oral forms, and will work with classmates to complete assignments and projects (including PBL) that reflect the development of linguistic skills and critical thinking skills related to the world around them. Assignments will incorporate the three modes of language communication (collaborative, interpretive, and productive).

The course will use *Edge Reading, Writing, and Language A.* The teacher will also select additional materials that support vocabulary, grammar, and proposed projects. Each unit of the *Edge* textbook focuses on ELD Common Core skills and standards students need to acquire language proficiency targets. These proficiency targets include vocabulary (both academic and social), letters, morphemes, and word study, listening and speaking, reading, text genres, text elements and fluency strategies, as well as writing, grammar, and writing conventions.

20. **Course Outline**

Unit: Global Village. Essential Question: *What makes us the same? What makes us different?* Using nouns and pronouns, describe people and places. Learn to use adjectives before nouns. Make comparisons using adjectives that compare.

Describe actions using action verbs. Make comparisons and have discussions using possessive nouns. Students will read a variety of nonfiction, short fiction, poetry, song lyrics, and a photo essay. Students will write a response to literature, a compare and contrast paragraph, and design and develop a Project Based Learning (PBL) project related to the idea of a Global Village and the essential question. Students will write a reflection and explanation of their PBL.

Unit: Survival. Essential Question: *What does it take to survive*? Describe an experience using past tense verbs. Use the past tense verb "had". Give and carry out commands. Study multiple - meaning words, practice using dictionaries. Practice past tense verbs including irregular verbs (was, were, had). Study the use of adverbs. Vocabulary. Students will read a variety of nonfiction text including newspaper article, a science article, a magazine profile, as well as a fictional short story. Working in pairs, students will research the story of a survivor and develop a presentation about this story of survival. Students will write a "continue the story" paragraph. Students will work in groups to write a survival guide. Students will write an expository short composition on why strangers help others during disasters. Students will research the Katrina storm or other more recent U.S. weather disasters and prepare oral presentations about this disaster for the class. Students will write a reflection on the essential question.

Unit: Fitting In. Essential Question: *How important is it to fit in?* Using context clues to decipher text. Express intentions using verbs in the future tense, express opinions using prepositions, express ideas and feeling using object pronouns. Learning to use and understand antonyms and synonyms. Learning to use different verb tenses, prepositional phrases, and subject and object pronouns. Vocabulary. Students will read a variety of texts including an excerpt from a novel, a fable, a short story, poetry, persuasive essays, and a photo essay. Students will write using a cause and effect chain. Students will write a paragraph about their plans for late summer when school is out. Students will work in groups to research and create a poster about a country they would like to visit- they will then make an oral presentation to the class. Students will write a letter to a pen pal. Students will write a fact and opinion paragraph. Students will write a reflection on the essential question.

Unit: What Matters Most. Essential Question: *What is most important in life?* Interpreting figurative language including idioms, similes, and metaphors. Giving and following directions. Using different kinds of sentences. Engaging in discussions using phrases and clauses. Retelling a story using complex sentences. Using complete sentences and combining clauses. Vocabulary. Students will read a variety of texts including excerpts from a play, a memoir, a magazine article, a non fiction essay, short story, and poem. Students will write a paragraph about what makes people happy. Students will work in pairs to write a skit and perform it. Students will practice the fundamentals of engaging in a discussion. Students will then practice discussions using a fishbowl strategy. Students will write a

paragraph on cheating. Students will write a short composition on what they would be willing to sacrifice for the people they love. Students will write a reflection on the essential question.

21. Instructional Materials:

Board approved required text: Hampton-Brown *Edge Reading, Writing, and Language* A

Supplementary materials: *Edge Grammar and Writing Practice Book,* NEWSELA, Imagine Learning

22. Instructional Methods and/or Strategies (Key Assignments)

- **Scaffold sentence frames and starters** to assist students in identifying the academic content and language demands of tasks – both for written and oral expression.
- **Text deconstruction** including breaking down the text into its domain specific parts. Learning how to decipher sentences and paragraphs by looking and understanding grammatical parts, as well as using context clues to understand vocabulary.
- **Graphic organizers, Venn diagrams, flowcharts, brainstorming ch**arts are used to create a visual map for how to analyze, compare and contrast, determine cause and effect, etc.
- **Direct teacher instruction** in which the teacher models, facilitates, and provides focus for the understanding and completion of assigned tasks.
- **Music/songs/chants/poetry** are activities that engage and excite students while increasing their knowledge and practice of the English language
- **Realia** is used by teacher and students to support lessons and enhance group projects. Cognitive linguistic and cultural competency are enhanced when students interact directly with linguistic and cultural products of the target language.
- **Educational games and integrated technologies** enhance the review and use of vocabulary, reinforces grammar concepts. Technologies are used for research, reading, creating academic products including power points, photo essays, posters, short films etc.
- **Video clips, documentaries, short films, movies** are resources that contain authentic vocabulary, grammar, and content topics that serve as direct instructional tools for listening and synthesizing knowledge.
- **Hands-on activities** including creating posters, bulletin boards and other artifacts related to target unit content.
- **Drama, Role Plays, Debates and Discussions** are group activities that emphasize the development of reading and oral skills. These practices increase fluency and listening and comprehending skills.

- **Interviews** assist students in working collaboratively with others to gather information and report on it in a variety of domains. The activity aids in the development of organizational, planning, as well as language skills.
- **Portfolios and journals** are used to improve student writing and reflective skills. Students learn to integrate vocabulary, grammar, and syntactical knowledge to produce ongoing documentation that correspond to the course objectives.
- **PBLs and cooperative learning projects** enhance students' communicative and leadership skills, as well as language proficiency, planning, organizing and synthesizing skills. In team work projects each student has a particular responsibility and the process builds communication and cooperation skill, as well as enhancing respect for diverse cultures and styles of learning and doing.
- **Current events and News** are introduced using NEWSELA and other sources designed to increase reading skills, critical thinking and analysis, and to enhance the process of acculturation.

23. Assessment Methods and/or Tools: Students are assessed in a variety of ways based on their mastery and proficiency in particular learning objectives. Students are assessed regularly (formative) during each unit, based on reading, listening, speaking, writing, and mastery of vocabulary and grammar objectives. Summative assessments include quizzes and tests, and research outcomes. Compositions, paragraphs, and other written products, as well as oral presentations are assessed using rubrics. Group projects, including PBLs, are assessed using tailored rubrics designed to assess participation, organization, as well as meeting other learning objectives.

24. Grading Policy: Grading will follow the San Leandro Unified School District's Policy.