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 3 & 4	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 Expanding/Bridging English Language Learners (ELLs) and are enrolled in San Leandro High School's (SLHS) ELD program at level 3 or 4. ▢ 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:** Department Chair: Lucy Ruszel 4/30/2018 Principal: Dr. Richardson 4/30/2018	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee 5/2/2018** **Date approved by Board**

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 Expanding/ Early bridging 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
- Practicing how to use conjunctions, prepositions
- Dependent and independent phrases and combining sentences.

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 expanding/bridging and for whom daily practice of English is an important component for their overall progress with a more advanced 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.* 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: Family Matters. Essential Question: *How do families affect us?* Learning about nonfiction: narrative nonfiction, expository nonfiction, persuasive nonfiction (argument), and procedural nonfiction. Identifying author's purpose. Vocabulary. Subject/predicate, subject pronouns, verb tenses, subject- verb agreement, prepositions, prepositional phrases. Students write a short composition arguing whether family meals matter or not after reading a nonfiction article on the topic. Students will write a biographical sketch after reading a memoir excerpt. Students will conduct an interview and write and publish an article about a family member. Students will study news articles and write a news article. Students will write a response to the unit's essential

question. Students will design and develop a Project Based Learning (PBL) project related to the idea of Family (for instance make a short film about a family). and the essential question. Students will write a reflection and explanation of their PBL.

Unit: True Self. Essential Question: *Do we find or create our true self*? This unit 's focus is on fiction, including short stories, poetry. Writing responses to literature. Point-of-view in narrative. Making inferences, making predictions. Subject and object pronouns, verbs and verb tenses, transitional words and phrases. Vocabulary. Students will write a short story learning the writing process from prewriting to writing the first draft, proofreading and editing, revising, peer editing, writing a final draft and publishing. Student will write a reflection and response to the unit's essential question.

Unit: Give and Take. Essential Question: *How much should people help each other?* This unit focuses on nonfiction text structures and features. How to organize information when writing, chronological order, main ideas in the text and supporting details. Aspects of critical thinking: analyzing, comparing, interpreting, judging, synthesizing. Vocabulary. Multiple meaning words, using context clues, showing possession, possessive pronouns, using prepositions and prepositional phrases correctly. Research careers in the helping professions, using strategies during reading, summarizing nonfiction. Writing about literature, using summaries in your writing, write a problem/solution essay, learning to analyze a writing prompt. Making an oral report. Figurative language, idioms. Students will write a reflection and response to the unit's essential question.

21. Instructional Materials:

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

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. Writing rubrics.

- **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 powerpoints, 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 syntactic 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.