



# Palm Springs Unified School District Secondary Course Description

**Please read:** Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

\*\*\*NOTE: If this is a COD "Dual Enrollment" course then the course cannot be changed.

## District Office Use Only

Transcript Title(s)/Abbreviation: English Basics for English Learners

Transcript Course Code(s)/Number(s): 1002 Cabinet/ BOE Approval Date: July 25, 2017

## Section 1: Course Content

1. Course Title: English Basics for English Learners

Date this course was first submitted to the Curriculum Advisory: \_\_\_\_\_

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: \_\_\_\_\_

3. CALPADS Code : 2102

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 9 10 11 12

Course can be repeated for Credit?

*Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: English

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

Dual Enrollment?

If "Yes," list the online provider: \_\_\_\_\_

*Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.*

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

*Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38*

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? \_\_\_\_\_

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? \_\_\_\_\_

### 13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

#### Introduction:

The Newcomer components are designed to help your students build their listening, speaking, reading, and writing skills in English. These components will help newcomers develop oral language by creating frequent opportunities for students to engage in conversations with their classmates.

To progress academically, newcomers must have access to basic, high-utility vocabulary from which they can build English language skills. Much of this vocabulary will become a part of their everyday speech when they are given opportunities to converse with their classmates.

#### **Introduction and Overview: Start Smart**

##### **Topics:**

What's Your Name? Students will name and identify letters of the alphabet along with their sound and symbol match to include the letters in their names.

Greetings: Students will practice and apply greetings and introductions in different situations.

Geometric Shapes: Students will practice and apply identifying colors and various shapes.

Numbers: Students will correctly identify the English word for the number of objects. Students will practice and apply using numbers.

##### **Assignments:**

Students will discuss and explain the different components and follow the sentence patterns listed in the curriculum, for example, "What do you see? I live in/on/at \_\_\_\_\_. My phone number is \_\_\_\_\_. Explain that I live in/on/at \_\_\_\_\_ provides the same information as My address is \_\_\_\_\_.

Where do you live?" And elicit responses like, "I live on First Street. Where do you live? I live at 123 North Avenue. What's your phone number? My number is 555-6789."

Students will use sentence frames to exchange addresses again and phone numbers in partners; they will use the sentence frames they learned to tell one thing they learned about Roberto and Lily (characters in the story). Partners can role-play making the phone call, greeting each other, and exchanging addresses and phone numbers using sentence frames they learned and the Conversation Starters. Partners will tell each other where their friends live and present to the class. The class will ask questions of the students whom are presenting.

#### **Unit 1: Life at School**

##### **Topics:**

In the Classroom: Students will name and identify classroom objects by asking and answering questions about classroom activities using classroom commands.

Computers: Students will identify and describe the location of objects, use language to ask for help and understand how to ask for help and describe and understand the order and sequence of tasks when using a computer.

A Day at School: Students will name and identify places in school, what we do in school, and people we see in school.

Calendar: Students will name and identify the days of the week and months of the year, recount and identify events during the school day, and name and understand what happens during different times of the day when doing things.

Weather: Students will identify and describe different kinds of weather, name and demonstrate understanding of different seasons, and name and identify objects in the sky.

##### **Assignment:**

###### **Classroom Commands**

Students will elicit the names of classroom objects and activities discussed so far. They will answer questions like, "What do you see written on the blackboard?" Students will take turns giving commands as the class responds.

Students will have an imaginative dialogue: one will be the student and one will be the teacher. Have the "teacher" give a command, which you respond to incorrectly (looking at a book instead of raising your hand). Have students say what your action was and show what your response should have been. Phase yourself out of the game and let

the students play on their own. Partners will use the commands they learned to talk about all of the classroom commands they know. Partners will talk about the different commands they heard in their home country's school. Students will explain why the commands were different in their home country and share with the class.

## **Unit 2: My Family and Me**

### **Topics:**

**My Body:** Students will identify different body parts, describe people, describe ways to take care of the body, and ask and answer questions about the five senses.

**Clothing:** Students will identify and describe clothing for different seasons and activities.

**Feelings:** Students will describe feelings, and ask and answer questions about friends and how to help friends and others.

**My Family:** Students will identify, describe, and compare family members and family activities.

**My Home:** Students will name different types of homes, describe the location of home objects, and identify household activities.

### **Assignment:**

#### **Where We Live**

Students will discuss different kinds of homes. Students will respond to questions like, "What do you see?" Students can name things they know and describe them to a partner. They will respond to questions like, "What kind of home do you live in? What kind of home do you live in?" Partners will interact and talk about different kinds of homes they see in their neighborhood. Students will expand their conversation with descriptive adjectives to review colors and shapes. Partners will use the the sentence frames to ask and answer questions about different kinds of homes and write three sentences describing a home using previously learned vocabulary. Pairs share with their classmates. They will need to focus on their word choices in their sentences, like "It's the tallest. It has square windows. It has brown paint." Partners continue to practice with each type of housing building.

## **Unit 3: Community**

### **Topics:**

**My Community:** Students will Identify names and locations of places in the community. Students will determine where different people work in the community. Then students will identify and describe ways to help in the community.

**Technology:** Students will identify technology equipment we use to communicate and get informed. As well as identify the different things we can do with technology. Students will understand and describe how technology helps us in different situations. Finally students will name equipment we use to communicate and get information.

**Transportation:** Students will distinguish between different signs in a community and Students identify the different ways people get around. Finally, students will use sequence and direction words to provide directions.

**Food and Meals:** Students will demonstrate understanding of language used in a restaurant. Students will identify healthy foods as well as identify items we eat at lunch at school.

**Shopping:** Students will demonstrate understanding of items and departments in the grocery store. Students will ask and answer questions about buying items in a grocery store, and determine the costs of items.

### **Assignment:**

#### **How Technology Helps Us**

Students will discuss how technology helps us by engaging in questions and answers using a picture card. Students will respond to questions like: What are the people doing? Why do you think they're using technology? Students will use the explanations and descriptions given by the teacher on how technology helps them. Oral sentences such as these will be used for this: I need my father. I can text him. The sentences will be written on the board as they are orally stated. Additionally, students will respond to questions in which they have to identify the person in the picture card that would best answer the question asked. Necessary vocabulary will be provided to students.

Students will then connect with a partner to talk about how technology has helped them in the past. This activity will be expanded by having students tell partners a sequential story. Then in pairs, one student gives his or her opinion about which technology is the most helpful and useful. The other students will agree or disagree and explain why.

Model the activity before students begin. The entire assignment will close by having students tell about the ways technology was used in their community in their home country. Other students will ask detailed follow-up questions.

## **Unit 4: The World**

### **Topics:**

**Measurement:** Students will compare objects using academic language such as length, height, and weight. They will also use sentence frames to practice and apply the language with a partner. Building on the vocabulary learned, students will then further their academic language by comparing what is same and different between two objects.

Lastly, students will build on understanding of measurement by measuring the classroom.

**Animals:** Distinguish the different actions of wild animals and insects using new vocabulary and sentence frames. The lesson will then move on to having students identify animals that people have as pets and what people do with their pets. Using the previous topics discussion about comparison, students will now demonstrate the different sizes of farm animals using sentence frames and collaborative discussions.

**Growth and Change:** Using the butterfly's growth cycle, students will recount and identify stages using transitional phrases. Students will ask and answer questions about the growth cycle of plants which will then lead students to ask questions about human growth and its different stages.

**United States:** Students will ask and answer questions about where you and others live in order to better understand the United States and regions. This will then lead students to identify and locate United States landmarks using images and sentence frames. Finally, students will identify natural features using new vocabulary and collaboration.

**My World:** Taking skills from the previous lessons to now answer questions about their hometown and activities done there. Using the previous lessons about animals, students will now discuss animals from their home country. Going back to the comparison sections, students will identify special things about two different places.

**Assignment:**

**In My New Country**

Students will compare things in their home country with things in the United States. They will respond to questions like, "What does Miguel see and do in his home country?" Students will discuss in partners can discuss topics like the sports, food, celebrations, and money in Mexico. They will use sentences frame like, "I am...., We spoke...., We use...." Examples are, "I am from Mexico. We spoke Spanish there. We used pesos for money." Partners will talk about where they're from and provide a few details about their life there. Students will repeat the instructional routine using the sentence frames focused. Students will expand their sentences by using present and past tense verbs together. For example, "In the United States, we eat. In my home country, we ate." Students will also the irregular past tense verbs like, "ate." Partners will describe the differences between their home country and the United States and will work together to write labels and practice presenting to the class.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

English Basics for English Learners is a foundation level comprehensive English course that develops the very basic English skills for students. The course delivers instruction on content that is required for students to develop skills in reading, writing, grammar, speaking, and listening. In doing so, students will have full access to and engage with grade-level academic content aligned to the knowledge, skills, and abilities for achieving college and career readiness described in the California State Standards for English/Language Arts.

This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce academic texts in various content areas. It sets the foundation for understanding through interpersonal and academic vocabulary development. By using reading strategies, unit-related vocabulary, literary concepts, grammar development and conjugation, students will acquire the basics of English language and grammar. Additionally, students will obtain writing skills from word-to-phrase-to-sentence-to-paragraph level as they advance towards ongoing language development.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: StudySync

Supplemental Materials:

16. Will this course be submitted for approval by UC? Yes

## Section 2: School and District Information

### School Information

1. School Name: \_\_\_\_\_

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: <http://www.psusd.us>

### School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Eric Antuna

Position/Title: Coordinator of English Learners Email: eantuna@psusd.us

Phone #: 760-416-6080 Ext: \_\_\_\_\_

### Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Nancy Carrick

Position/Title: Secondary Literacy TOSA Email: ncarrick@psusd.us

Phone #: 760-416-6024 Ext: \_\_\_\_\_



# Palm Springs Unified School District Secondary Course Description

## Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

*Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.*

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? No

*Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.*

If "Yes," list which school:

Exact Course Title: \_\_\_\_\_

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: -- \_\_\_\_\_

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

*Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.*

If "In Progress," date submitted to AP: \_\_\_\_\_  
MM/DD/YYYY

Exact Program Course Title: -- \_\_\_\_\_

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

*Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.*

8. If the answer to either 7(a) or (b) is "No," UC will not approve this course. If "Yes" to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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### 9. Seeking "Honors" Distinction

*Note: To receive "Honors" distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For "Previously Approved" courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.*

No

*Note: "Other Honors" is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11<sup>th</sup> and 12<sup>th</sup> grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

### 10. Subject Area and Category

"a" - History/Social Science

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"b" - English

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"c" - Mathematics

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"d" - Laboratory Science

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*Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the "g" elective requirement: the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.*

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*Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry*

"e" - Language Other than English

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Language --

"f" - Visual and Performing Arts

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"g" - Elective

English- ESL/ELD



# Palm Springs Unified School District High School Course Description

## Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- |   |    |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources                | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment                   | -- |
| <input type="checkbox"/> Building and Construction Trades                 | -- |
| <input type="checkbox"/> Business and Finance                             | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities               | -- |
| <input type="checkbox"/> Engineering and Architecture                     | -- |
| <input type="checkbox"/> Fashion and Interior Design                      | -- |
| <input type="checkbox"/> Finance and Business                             | -- |
| <input type="checkbox"/> Health Science and Medical Technology            | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation             | -- |
| <input type="checkbox"/> Information and Communication Technologies       | -- |
| <input type="checkbox"/> Manufacturing and Product Development            | -- |
| <input type="checkbox"/> Marketing, Sales, and Service                    | -- |
| <input type="checkbox"/> Public Services                                  | -- |
| <input type="checkbox"/> Transportation                                   | -- |