



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 I for English Learners

Transcript Course Code(s)/Number(s): 1003 Cabinet/ July 25, 2017
 BOE Approval Date: _____

Section 1: Course Content

1. Course Title: English I for English Learners

Date this course was first submitted to the Curriculum Advisory: June 13, 2017

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

3. CALPADS Code : 2130

4. PSUSD graduation requirement subject area: English I

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.

Unit 1: Empathy

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *To Kill a Mockingbird*, “Statement on the Assassination of Martin Luther King, Jr.,” and *Endangered Dreams*. In addition, this unit includes the selections “The Best Thanksgiving” and “The Kiss,” texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

Students will learn about the concept of empathy and preview some of the upcoming themes and texts. Students will practice interpreting and understanding figurative meanings to help them better communicate when describing empathy.

Unit 1 Objectives:

1. Practice defining vocabulary words using context and prior knowledge.
2. Explore background information about the concept of what happens when we have empathy for others.
3. Interpret and understand figurative meanings.
4. Practice defining vocabulary words using context.
5. Practice identifying language resources that connect ideas and analyzing cause and effect relationships within a text.
6. Participate in a collaborative discussion with a focus on providing coherent, well-articulated comments.
7. Identify and apply rules for using adverbs and adverbial clauses.
8. Practice and apply concrete strategies for understanding dialect.
9. Contribute to collaborative discussions focused on characters and dialogue.
10. Use knowledge of morphology to appropriately select affixes.
11. Work in groups to discuss/explain the text's key ideas and the phenomenon of famous photographs in general.
12. Practice and apply concrete strategies for using particular verb tenses and aspects.
13. Understand and use multiple-meaning words.
14. Make inferences and/or draw conclusions based on close reading of a text and close viewing of a related photo.

Unit 1 Novel Study: “To Kill a Mockingbird” by Harper Lee.

Assignment:

Students will complete one of the following writing assignments:

Informative/Explanatory: One of the purposes of informational texts is to educate people about the plights and problems of others. Think of a problem, situation, or event you would like others to know more about. Using at least three outside sources, write an informative essay that explains more about the problem, situation, or event of your choosing, as well as suggesting what your readers can do to help. To begin, choose one of the informational texts in this unit that has an approach and a style you like. Use your chosen mentor text as a model for your own writing. Following your essay, write a paragraph to explain how your chosen mentor text helped you write your essay.

Narrative: The texts in this unit center on the idea of developing empathy for others. Think of a time in your own life when you or someone you know needed to feel more empathy, or would have liked more empathy from others. Write a fictional narrative or a personal narrative that explores this situation. Set out the situation, problem, or observation, establish a point of view, introduce a narrator and/or characters, and use a variety of techniques to help readers experience a feeling of empathy for the people or characters described in your narrative.

Literary Analysis: Think about the ways in which authors from this unit, of all genres, evoke empathy for their subjects. Select one informational text and one text that is either poetry or fiction. Analyze each text for the subjects, ideas, language, details, and techniques each writer includes to develop his or her ideas. In what ways does the author of the informational text draw on techniques used in fiction or poetry? In what ways does the poem or fiction text connect to the real world? How do these choices bring out empathy in the reader? Cite specific details from each text, as well as information from at least two outside sources, to support your ideas.

Unit 2: Leadership

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: “Ozymandias,” *Ancient Greece: A Political, Social, and Cultural History*, and *The Odyssey: A Graphic Novel*. In addition, this unit includes the selections “A Golden Coin” and “Two Notable Chinese Leaders,” texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

Unit 2 Objectives:

1. Practice defining vocabulary words using context and prior knowledge.

2. Explore background information about the concept of leadership and power.
3. Understand specific connotations and choice of words.
4. Evaluate how writers make language choices to create specific effects, such as tone.
5. Practice making and discussing inferences about a piece of literature, with a focus on affirming others.
6. Investigate poetic language and the meaning behind specific word choices.
7. Prepare and participate in a whole-class discussion with a focus on providing coherent and well-articulated comments and additional relevant information.
8. Practice and apply concrete strategies for identifying and using past- and present-tense verbs and verb phrases.
9. Practice paraphrasing and discussing the main points of the text.
10. Practice and apply concrete strategies for using compound verb phrases.
11. Use domain-specific words and textual evidence to discuss the text.
12. Practice and apply concrete strategies for determining definitions of multiple-meaning words and understanding figurative language.
13. Participate in whole-class discussion.

Assignment

Students will complete one of the following writing assignments:

Argumentative: The essential question for this unit explores the idea of leadership: What are the responsibilities of power? Write an argumentative essay in which you make and support a claim concerning the responsibilities of those in power. Choose two texts from this unit that you feel make strong claims about leadership. Cite evidence from both texts to support your claim and to address any counterclaims. In addition, cite evidence from at least two additional sources to strengthen your argument. Finally, provide a concluding statement that follows and supports your thesis.

Informative/Explanatory: This unit—through fiction, informational text, and poetry—explores the idea of leadership over a long span of time in several locations. How have ideas of leadership changed over time and across the world? Write an informative essay that addresses this question in a focused way, perhaps in two locations, in different times, or in one place over many years. Develop a thesis statement, include relevant facts and concrete details from your sources, and establish and maintain a formal style and objective tone. Your information should draw from unit texts from two or three different eras or places, and also from at least two outside sources. Cite your sources and be sure to define any specialized vocabulary.

Narrative: Make a list of five leadership qualities or characteristics that have stood out for you as you read the texts of this unit. Next, think of situations that demand strong, effective leadership—remembering that leaders are needed, for example, in families, among friends, at school and work, on the battlefield, and in political office. Write a narrative in which you create a leader who embodies at least three of the five traits you have identified, and who has the chance to demonstrate those qualities in specific circumstances. Remember to engage the reader by establishing a point of view, using narrative techniques such as dialogue and descriptive details, and creating a clear sequence of events.

Unit 3: Dreams and Aspirations

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *Of Mice and Men*, *The Joy Luck Club*, and *The Voice That Challenged a Nation*. In addition, this unit includes the selections “My Dad’s Dream” and “A First in Space,” texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

Unit 3 Objectives:

1. Explore background information about the concept of people's dreams and aspirations.
2. Develop knowledge of word choice and how writers use words with positive or negative connotations to convey an overall tone or nuanced idea.
3. Identify and apply rules for condensing sentences.
4. Practice and apply concrete strategies for using nouns and noun phrases.
5. Participate in a whole-class discussion about one of the characters from the text.
6. Practice defining vocabulary words using context.
7. Practice selecting appropriate affixes for a variety of words.
8. Participate in a collaborative discussion with a focus on noun phrases to present and critique points of view.
9. Practice and apply concrete strategies for understanding cohesion, including using various resources for referring back to something in a text.
10. Participate in a whole-group discussion on the topic of individual dreams vs. other people’s expectations, with a focus on the discussion skill of adjusting language for context and purpose.
11. Practice and apply concrete strategies for using verb tenses, aspects, and moods.
12. Express opinions using modal expressions in a whole-class discussion focused on character analysis.
13. Practice and apply concrete strategies for using morphology to determine word meaning.
14. Participate in a small-group discussion focused on providing coherent and well-articulated comments and additional relevant information.
15. Practice and apply concrete strategies for using verb tenses, moods, and aspects to express sequences.
16. Participate in a small-group discussion to identify causes and effects.

17. Practice and apply concrete strategies for using adverbs, adverb phrases, and prepositional phrases.
18. Participate in a whole-class discussion on the selection, with a focus on drawing inferences and conclusions from texts.

Assignment

Students will complete one of the following writing assignments:

Argumentative: Review the selections you have read in this unit. Choose two selections to write an argumentative essay that makes a claim about who in the unit had the largest obstacle to overcome in an effort to achieve a dream and reach his or her aspirations: Susan Cisneros, who aspired to be a writer rather than just “someone’s wife;” Susan B. Anthony, who wanted American women to have the same right to vote as men; Marian Anderson, who fought prejudice all of her life; or John F. Kennedy, who wanted an American to set foot on the moon before the end of the 1960s. When writing your claim, use textual evidence from the two selections you have chosen from the unit to support it. As you write, keep in mind the unit’s essential question: What makes a dream worth pursuing?

Narrative: You have been reading about people, both fictional and historical, who conceive of a better self or a better world and take the steps required to turn their dreams into reality. In John Steinbeck’s *Of Mice and Men*, Lennie and George move from job to job and dream of having their own farm and “living off the fat of the land;” in “The Necklace,” young Mathilde dreams of wealth beyond imagining. This is in stark contrast to much of the nonfiction in the unit, in which historical figures such as Susan B. Anthony have aspirations for humanity as a whole. Write a narrative or a poem about real or imagined events in which a protagonist aspires to have a lasting impact on others.

Literary Analysis: How might our dreams and aspirations affect others? In this unit, you have been reading texts about fictional and historical figures who felt they had dreams worth pursuing, and they were motivated to try and achieve their goals. Write a literary analysis of two selections from this unit in which you examine which historical figure had the most lasting impact on others, both in their own historical time period and the decades that followed. Analyze how effectively each text communicates its subject’s message

Unit 4: All for Love

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *The Tragedy of Romeo and Juliet*, *Why We Love: The Nature and Chemistry of Romantic Love*, and *Romantic Love: Reality or Myth?* In addition, this unit includes the selections “Love at First Sight” and “Food: Love or Addiction,” texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

Unit 4 Objectives

1. Explore background information about the concept of love and how it affects people’s lives.
2. Identify ways that knowledge of morphology can help writers and speakers select appropriate affixes to manipulate language.
3. Practice and apply concrete strategies for combining clauses.
4. Participate in a small-group discussion about the pros and cons of texting, with a focus on stating opinions and persuading others.
5. Practice and apply concrete strategies for identifying and adjusting language for both formal and informal purposes.
6. Participate in a whole-group discussion focused on stating the theme of a text and taking turns.
7. Practice defining vocabulary words using context and prior knowledge.
8. Explore background information about the power of love.
9. Identify and apply rules for condensing sentences.
10. Practice and apply concrete strategies for understanding characters’ language.
11. Participate in a whole-class discussion focused on asking and answering relevant, on-topic questions.
12. Close read a small passage of leveled text.
13. Practice using language resources for linking ideas, events, or reasons to comprehend a text.
14. Participate in a collaborative discussion with a focus on paraphrasing key ideas.
15. Practice and apply concrete strategies for identifying and using verb tenses, aspects, and moods to summarize texts and ideas.
16. Practice and apply concrete strategies for identifying and expanding noun phrases to add detail.
17. Participate in a debate on the topic of processed foods using negotiating or persuasive phrases.
18. Practice and apply concrete strategies for using context clues and reference materials to determine the meaning of unfamiliar words in a text.
19. Practice and apply concrete strategies for using modifiers to expand nouns into noun phrases to provide greater detail, specificity, and emphasis.

Assignment

Students will complete one of the following writing assignments:

Argumentative: Think about the selections you have read in this unit about love, including the impact this emotion can have on individuals and the human condition as a whole. Then pick two of the selections from the unit and write an argumentative essay that presents a claim in answer to the following question: How is it that love can bring people together and also drive them apart? Along with information from the selections, include research from at least three other credible print and digital sources to support your claim and develop your argument.

Informative/Explanatory: The selections in this unit, both fiction and nonfiction, explore the overpowering and yet somewhat ambiguous emotion of love. The word “love” is derived from the old English word “lufian,” which means “to cherish, to delight

in, or to approve.” Write an informative/explanatory essay in which you explain how three individuals in three of the excerpts you have read demonstrated this original meaning of the word through their words and actions. Analyze the impact falling in love had on each character as well as what each of these characters took away from the experience, and whether the experiences are similar in any way.

Literary Analysis: As the selections you have read in this unit show, love can be ennobling or it can turn into an obsession. Whatever the end result, it is often a defining force in the human experience, and people who experience it are often changed forever. Choose two selections from this unit and think about the main character or the narrator in each one. What sort of impact does falling in love have on them? Is the experience a transformative one or is it ultimately destructive? Write a literary analysis that shows how falling in love can change people for better or sometimes for worse.

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

This course is designed to help English learner students develop high levels of academic achievement and proficiency across the core content areas in reading, writing, listening and speaking. The course itself is a combination of English Language Development using the curriculum of the English I courses at the student's school. English learners are expected to develop their target language while they interact with a variety of text types from which they must form meaning after analysis and interpretation.

This curriculum is meant to be adaptable to the various linguistic needs and levels of the students in the course. This course should reactivate prior linguistic knowledge while promoting new skill acquisition. As the language skills of the students increase, the teacher is expected to reflect this shift in their teaching and assessment style. Materials are left purposefully flexible as well, in order to be appropriately selected to be within the zone of proximal development of the students. It is expected that the teacher will be continuously monitoring the growth and progress of the students' language, and making text selections accordingly.

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 ELL 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? Yes

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: LPS Oakland R and D Campus

Exact Course Title: Advanced ELD

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 11th and 12th 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

English

"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

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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 | -- |