

COURSE DESCRIPTIONS

Elementary Two-way Immersion (TWI) for Grades 3-4

This course is designed for incoming 3rd and 4th graders enrolled in the TWI program. Utilizing instructional strategies on dual language immersion, teachers will support students in transitioning to 3rd and 4th grade with increased exposure to English texts while continuing to develop their literacy in the Spanish language. This course will meet at 8:30 am - 12:30 pm on the following dates: 06/19/18-07/19/18.

Elementary ELD Summer Enrichment

This highly interactive course is designed to strengthen students' academic literacy skills as well as foster critical and creative thinking. This program is offered in partnership with the Segerstrom Center, as instructors collaborate to offer introductory hands-on sessions taught by a master teaching artist. Workshops complement classroom curriculum, teach new skills, and develop creative thinking. This course is offered to incoming 1st-8th grade students, and will meet at 8:30 am - 12:30 pm on the following dates: 06/19/18-07/19/18. Incoming 7th and 8th graders who meet the attendance and class requirements will also receive elective credit.

Secondary ELD Academic Literacy

Specifically designed for long-term English learners (LTELs), this course aims to provide intensive reading and writing support in academic content areas. Utilizing the ELA/ELD framework, students will deepen their skills in academic vocabulary, linguistic complexity, and language control as they integrate and apply these skills in tasks from content areas such as Math, Science, and Social Science. This class is offered to incoming 9th-12th graders, and will meet during Session A only, from 7:45 am - 1:30 pm. Successful completion of course requirements will provide students with an elective credit.

Intermediate School Math Bridge (7th to 8th grade students)

Teachers will be working with incoming 8th grade students in one of two "courses" – an acceleration bridge or a support bridge. These are no credit courses. Each teacher will have two groups of students (an early morning and a late morning). Each group of students will participate in 2 hours and 45 mins of class time, 4 days a week for 3 weeks. The acceleration bridge is for the Math 7 student that has the potential to be successful in 8th grade Algebra 1 next year. In the acceleration bridge teachers will cover the Math 8 content standards taught in Math 7 Honors using a combination of direct instruction, small group work, performance tasks, and essential assessments. The support bridge is for the Math 7 student that may have struggled with the Math 7 curriculum intermittently throughout the 2017-18 school year. The support bridge will cover essential Math 7 content and basic math skills to help support success in Math 8. In the support bridge teachers will use a combination of ALEKS, collaborative group work, hands-on activities, and direct instruction. Offered in Session A only.

Bridge to High School Algebra (8th to 9th grade students)

Teachers will be working with incoming 9th grade students. This is a credit/no-credit course and students can earn 5 elective credits of original credit towards high school graduation. Each teacher will have one group of students. Students will participate in 5 hours and 45 minutes of class time, 4 days a week for 3 weeks. The course will be face-to-face and follow the typical summer school day (7:45 – 1:30 is instructional time). The bridge to high school algebra is for the Math 8 student that may have struggled with the Math 8 curriculum intermittently throughout the 2017-2018 school year. The bridge to high school algebra will cover essential Math 8 content and basic math skills to help support success in high school Algebra 1. Teachers will use a combination of ALEKS, collaborative group work, hands-on activities, and direct instruction for the. Offered in Session A only.

Math and Science Blended Credit Recovery Teacher

SVUSD is piloting a blended program of online and in-seat, credit recovery for earth science, biology, algebra 1, geometry, and algebra 2. Students will be required to attend “daily lab” (105 minutes a day, 4 days a week, for three weeks) to receive instructional support and support completion of assigned online activities. It is expected that students will work at least 3 hours/daily outside of “lab” time to complete their assigned activities. Each teacher will be assigned two “lab” groups of students to provide content and platform support and monitor progress.

Teacher responsibilities include: facilitate the online course; provide support and instruction to help students navigate the online platform; set, communicate, and uphold student behavior and academic progress; provide general and specific content support; provide feedback to students and parents, proctor in-seat exams. Prior to the beginning of summer school, teachers will receive professional development to ensure fluency of the online program and will be provided time (paid academic hourly) to collaborate and develop offline content labs to teach academic material essential to student understanding and create materials to support student progress monitoring. Teachers interested in collaborating to create an innovative and effective approach to learning are encouraged to apply.

Senior “SUMMER GRAD” Credit Recovery Teacher

Senior students who need to earn 5-10 credits to graduate will may enroll. Students will be required to attend class 7:45 - 1:30, four days a week, for three weeks to receive instructional support and support completion of assigned online and offline activities.

Teacher responsibilities include: facilitate the online course; provide support and instruction to help students navigate the online platform; set, communicate, and uphold student behavior and academic progress; provide general and specific content support; provide feedback to students and parents, proctor in-seat exams. Prior to the beginning of summer school, teachers will receive professional development to ensure fluency of the online program and will be provided time (paid academic hourly) to collaborate and develop offline content labs to teach academic material essential to student understanding and create materials to support student progress monitoring. Teachers’ with multiple content credentials preferred. Teachers interested in collaborating to create an innovative and effective approach to learning are encouraged to apply.

Math and Science Blended Credit Recovery TOSA

SVUSD is piloting a blended program of online and in-seat, credit recovery for earth science, biology, algebra 1, geometry, and algebra 2. Students will be required to attend “daily lab” (105 minutes a day, 4 days a week, for three weeks) to receive instructional support and support completion of assigned activities. It is expected that students will work at least 3 hours/daily outside of “lab” time to complete their assigned activities. Each teacher will be assigned two “lab” groups of students to provide content and platform support and monitor progress.

TOSA responsibilities include: working with and facilitating teacher creation of offline content labs to teach academic material essential to student understanding and create materials to support student progress monitoring; assist the summer school coordinator and principal in the implementation and supervision of the summer school program; provide daily supervision of the school including student discipline, school safety, and direct emergency procedures; other duties as assigned.