

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



English Language Development 1

Board Approval Date:	Course Length: 2 Semesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 6, 7, 8	Subject Area: English Elective Area (if applicable): English Elective
Prerequisite(s): ELPAC 1-2 i-Ready grade 2; 2 or less years in the U.S.A.	Corequisite(s): Foundation, Strategic, or Intensive ELA (grade-level iLit 45) non-repeatable
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: Program (if applicable): N/A	

COURSE DESCRIPTION:

This course is designed to further develop English oral (listening and speaking) and written (reading and writing) skills. Students will demonstrate understanding of phonics, vocabulary development, word analysis, reading fluency, reading comprehension, writing conventions, grammar, in addition to literary analysis.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1.	What Influences How You Act?	*Plan and monitor	*Personal narrative
2.	How Do Families Affect Us?	*Ask questions	*News article
3.	Do We Find or Create Ourselves?	*Make inferences	*Short story
4.	How Much Should People Help Each Other?	*Determine importance	*Problem-solution essay
5.	Do People Get What They Deserve?	*Make connections	*Process description
6.	What Rights and Responsibilities Should Teens Have?	*Synthesize	*Persuasion essay
7.	What Do You Do to Make an Impression?	*Visualize	*Literary analysis

ESSENTIAL STANDARDS:

Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

At the Expanding level, students are able to perform the following tasks:

Part I: Interacting in Meaningful Ways Corresponding

A. Collaborative

- a. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.
- b. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).
- c. Offering and supporting opinions and negotiating with others in communicative exchanges.
- d. Adapting language choices to various contexts (based on task, purpose, audience, and text type).

B. Interpretive

- a. Listening actively to spoken English in a range of social and academic contexts.
- b. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- c. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.

- d. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

C. Productive

- a. Expressing information and ideas in formal oral presentations on academic topics.
- b. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- c. Supporting own opinions and evaluating others' opinions in speaking and writing.
- d. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

Part III: Using Foundational Literacy Skills

- A. Recognizing similarities between students' native language and English. Using foundational literacy skills in an alphabetic writing system for print concepts, phonological awareness, phonics, word recognition, and fluency.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/rl/cf/documents/elaelfwchapter6.pdf>

<https://www.cde.ca.gov/ci/rl/cf/documents/elaelfwchapter7.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>California Inside Fundamentals</i>	Gretchen Brenable Deborah J. Short Josefina Villamil Tinajero	National Geographic/ Cengage Learning		2014

Other Resource Materials

iLit, i-Ready

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, programs).

My Perspective (iLit), StudySync, Step Up to Writing, Edge workbooks

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