

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Designated ELD 1

Date: April 2016

Course Length: One year

Proposed Grade Level(s): 9

Subject Area: Elective

Grading: A-F

Credits: 5 per semester

CTE Sector/Pathway: NA

Articulation Units: N/A

Prerequisite(s): Placement recommendations include the following: English Language Learner; CELDT Score 4-5; *i-Ready* Scale Score 594-703; *should also be concurrently enrolled in English 9 or Honors English 9*

Intent to Pursue ‘A-G’ College Prep Status: No

COURSE DESCRIPTION:

This course meets the California ELA/ELD standards by providing a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build *into and from* content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. English Language Learners will learn to interact in meaningful ways through collaborative conversations, interpret written and spoken texts, and produce a variety of oral presentations and written assignments. Additionally, they will learn how English works through understanding text structure and purpose, expanding and enriching their ideas with precise word choice, and using English language conventions to connect and condense their ideas. This specific course is designed to be paired with English 9 (or other course using our adopted Program 2 curriculum)

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape, meaning, or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering an unknown term important to comprehension or expression.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT STANDARDS:

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

B. Interpretive

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

8. 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

9. Expressing information and ideas in formal oral presentations on academic topics

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

11. Justifying own arguments and evaluating others' arguments in writing

12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Part 2: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

2. Understanding cohesion

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

4. Using nouns and noun phrases

5. Modifying to add details

C. Connecting and Condensing Ideas

6. Connecting ideas

7. Condensing ideas

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

N/A

DETAILED UNITS OF INSTRUCTION:

Unit 1: Empathy

Unit Driving Question: How does human compassion inform our understanding of the world?

Unit Overview: In this Designated ELD Grade 9 unit, students will have an opportunity to re-read the following texts from the corresponding ELA unit 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 levels for Emerging, Expanding, and Bridging students. 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.

Featured Genres: fiction, nonfiction

Key Reading Skills: textual evidence, arguments and claims, author's purpose and point of view, informational text structure, media

Key Writing Skills: summarizing, adverbs, verbs and verb phrases, language choices, supporting ideas and opinions

Extended Oral Project: The extended oral project for this unit gives students an opportunity to develop their speaking and listening skills as they design and deliver a multimedia presentation on an aspect of early colonial American life. Small, manageable tasks help students plan, develop, revise, and practice their oral presentations before they deliver them to the class.

Unit 2: Leadership

Unit Driving Question: What are the responsibilities of power?

Unit Overview: In this Designated ELD Grade 9 unit, students will have an opportunity to re-read the following texts from the corresponding ELA unit 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 levels for Emerging, Expanding, and Bridging students. 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.

Featured Genres: fiction, nonfiction

Key Reading Skills: theme, alliteration, consonance, assonance, informational text elements, informational text structure, media

Key Writing Skills: referring words, nouns and noun phrases, condensing ideas, summarizing, adverbs

Extended Oral Project: The extended oral project for this unit gives students an opportunity to develop their speaking and listening skills as they plan and delivery a literary response speech. Small, manageable tasks help students plan, develop, revise, and practice their oral presentations before they deliver them to the class.

Unit 3: Dreams and Aspirations

Unit Driving Question: What makes a dream worth pursuing?

Unit Overview: Unit 3 Released- 4/18

Featured Genres:

Key Reading Skills:

Key Writing Skills:

Extended Oral Project:

Unit 4: All for Love

Unit Driving Question: How can love inspire both folly and wisdom?

Unit Overview: Unit 4 Released- 5/2

Featured Genres:

Key Reading Skills:

Key Writing Skills:

Extended Oral Project:

TEXTBOOKS AND RESOURCE MATERIALS:

Text: StudySync Grade 9 BookheadEd Learning, LLC 2015

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

ELD Part 1: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information through oral collaborative discussions (Units 1-4)
2. Interacting with others using written English (Units 1-4)
3. Offering and justifying opinions (Units 1 and 4)
4. Adapting language choices (Units 1 and 4)

B. Interpretive

5. Listening actively to spoken English (Units 1-4)
6. Reading closely to determine meaning (Units 1-4)
7. Evaluating language use (Units 1-4)
8. Analyzing how writers and speakers use vocabulary for a specific purpose (Units1-4)

C. Productive

9. Expressing information orally (Units 1-4)
10. Writing literary and informational texts (Units 1-4)
11. Justifying own arguments and evaluating others' (Units 1-4)
12. Selecting an applying varied vocabulary effectively. (Units 1-4)

ELD Part 2: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure (Units 1-4)
2. Understanding cohesion (Units 1-4)

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases (Units 1-4)
4. Using nouns and noun phrases (Units 1-4)
5. Modifying to add details (Units 1-4)

C. Connecting and Condensing Ideas

6. Connecting ideas (Units 1-2, 4)
7. Condensing ideas (Units 1-4)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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