

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Beginning English Language Development

Board Approval Date:	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: English Elective Area (if applicable): English Elective
Prerequisite(s): Less than 1 full school year in the U.S.A. i-Ready K-1st ELPAC 1 (if tested)	Corequisite(s): On grade-level Strategic or Intensive English(middle school) or Foundations English (high school) 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 class is designed for beginning English students who are new to this country. It focuses on increasing students' English skills in the areas of speaking, listening, reading, and writing. The class emphasizes language acquisition through the improvement of reading, writing, speaking, and listening skills, by specifically addressing foundational reading skills, including phonemic awareness, phonics, and high-frequency words.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1.	Who Am I?	*Give information *Ask and answer questions *Ask for and give information	*Poem
2.	What Makes Us Wise?	*Describe Actions; express likes and dislikes; express needs and wants	*Advice column
3.	What Makes Us the Same? What Makes Us Different?	*Describe people and places *Make comparisons	*Description writing
4.	What Does It Take to Survive?	*Describe an experience *Describe a past event *Give and carry out commands	*Expository paragraph
5.	How Important Is It to Fit In?	Express Intentions; Express Opinions; Express Ideas and Feelings	*Fact-and-opinion paragraph
6.	What Is Most Important in Life?	*Give and follow directions *Engage in discussion *Retell a story	*Personal narrative

ESSENTIAL STANDARDS:

At the early stages of the Emerging level, students are able to perform the following tasks:

Part I: Interacting in Meaningful Ways:

A. Collaborative

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

B. Interpretive

- a. Listen actively to spoken English in a range of social and academic contexts.
- b. Read closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

- c. Evaluate 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. Analyze 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. Express information and ideas in formal oral presentations on academic topics.
- b. Write literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
- c. Support own opinions and evaluating others' opinions in speaking and writing.
- d. Select and applying varied and precise vocabulary and language structures to effectively convey ideas.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

- a. Understanding text structure
- b. Understanding cohesion

B. Expanding and Enriching Ideas

- a. Using verbs and verb phrases
- b. Using nouns and noun phrases
- c. Modifying to add details

C. Connecting and Condensing Ideas

- a. Connecting ideas
- b. Condensing ideas

Part III: Using Foundational Literacy Skills

For grade level nuances between grades six through twelve, please review the complete ELD standards document from the California Department of Education at <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

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/elaeldfwchapter7.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.

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

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
Yes		<i>Edge: Reading, Writing and Language</i>	David W. Moore, Deborah J. Short, Michael S. Smith, Alfred. Tatum	National Geographic School Publishing		

Other Resource Materials

Various Online Source Materials

Supplemental Materials

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

i-Ready Program, My Perspective (iLit), StudySync, Step Up to Writing, Edge

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