

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## English Language Development 2

<b>Board Approval Date:</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 9, 10, 11, 12</b>	<b>Subject Area: English</b> <b>Elective Area (if applicable):</b> <b>English Elective</b>
<b>Prerequisite(s):</b> <b>ELPAC 1-2, ELD 1 and an i-Ready reading score grade 3</b>	<b>Corequisite(s):</b> <b>Foundation, Strategic, or Intensive ELA (grade-level iLit 45) non-repeatable</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue 'A-G' College Prep Status: No</b>	
<b>A-G Course Identifier: N/A</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent:</b> <b>Program (if applicable): N/A</b>	

### COURSE DESCRIPTION:

This course is designed to further English skills in phonics, high-frequency word acquisition, listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, literary response and analysis.

## **DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1.</b>	What Influences a Person's Choices?	*Plan and monitor	*Autobiographical narrative
<b>2.</b>	Does Creativity Matter?	*Determine importance	*Position paper
<b>3.</b>	What Makes a Hero?	*Make inferences	*Response to literature
<b>4.</b>	How Can Knowledge Open Doors?	*Ask questions	*Research report
<b>5.</b>	What Makes Something Frightening?	*Make connections	*Short story
<b>6.</b>	How Do the Media Shape the Way People Think?	*Synthesize	*Persuasive essay
<b>7.</b>	What Holds Us Together? What Keeps Us Apart?	*Visualize	*Literary analysis

## **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.  
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

### **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**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>Edge: Reading, Writing &amp; Language</i>	David W. Moore, Deborah J. Short, Michael S. Smith, Alfred. Tatum	National Geographic Learning		

**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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