

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Transitional ELD 7

Board Approval Date: June 18, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 7	Subject Area: English Elective Area (if applicable): English
Prerequisite(s): Status of EL. Completed ELD 2 or is within two years of grade-level in Reading on Renaissance diagnostic or is more than 3 years in US schools.	Corequisite(s): ELA 7
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org	

**916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

This course is for English Learners focusing on supporting development of English language skills to access grade-level content and engage in academic discourse. There is specific emphasis on scaffolded instruction supporting students acquiring English skills in listening, speaking, reading, and writing. The goal is to move ELs towards greater proficiency in the English language.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Gaming	Are video games more harmful or beneficial?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	Justification Paragraph
L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.			
2. Healthy Choices	Should schools ban unhealthy food?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	Formal Summary Argument Speech
L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counter arguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. e. Provide a concluding statement or section that follows from and supports the argument presented.			
3. Street Art	Is graffiti mostly art or vandalism?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Formal Summary *Response Essay
L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.7.10 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 discipline-specific tasks, purposes, and audiences.			

4. Plastic Pollution	Should cities outlaw plastic bags?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Argument Essay *Informative Speech
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) or counter arguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. e. Provide a concluding statement or section that follows from and supports the argument presented. SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.			
5. Texting	How is texting changing the way we communicate?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Informative Essay
L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
6. Fast Friends	What makes someone a good friend?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Narrative Essay *Narrative Speech
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.			

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.

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

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 also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/CI/rl/cf/elaeldfrmwrksbeadopted.asp>

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/sp/ml/documents/eldstndpublication14.pdf>

Link to Program Content Area Standards (if applicable):

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

<https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (if applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Text will be approved with the approval of this outline</i>		<i>English 3D Course B Vol. 1</i>	Dr. Kate Kinsella	HMH		
<i>Text will be approved with the approval of this outline</i>		<i>English 3D Course B Vol. 2 Student Portfolio</i>	Dr. Kate Kinsella	HMH		