

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



ELD 2

Board Approval Date: June 18, 2025	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
Prerequisite(s): ELPAC 1-2 Diagnostic more than three years below grade level; 2 or less years in the U.S.A. or completed ELD 1 and still meeting these requirements	Corequisite(s): On grade-level Strategic ELA 6, 7, or 8 (Mills only), ELA 6, 7, 8 non-repeatable
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 who are building on foundational skills. There is specific emphasis on scaffolded instruction supporting students acquiring English skills in listening, speaking, reading, and writing. Students will demonstrate understanding of phonics, vocabulary development, word analysis, reading fluency, reading comprehension, speaking skills, writing conventions and 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 in the World?	How are plants, animals, and people around the world connected?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Environmental Project *Writing: Argumentative Paragraph *Presentation
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.6.1 Write arguments to support claims with clear reasons and relevant evidence.			
2. On the Map	How can maps help us “see” the world in different ways?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Project *Writing: Explanatory Paragraph *Presentation
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
3. Across Cultures	What makes cultures unique?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Cultural Project *Writing: Informative Paragraph *Presentation
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.7.2A a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
4. Bottled Water	Is it time to dump bottled water?	*Brief writes *Quizzes	*Opinion Essay *Informative Speech

		*Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.6.1 Write arguments to support claims with clear reasons and relevant evidence. W.7.2A a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
5. Power Up	Should we plug in to wind and solar energy?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Informative Essay
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
6. I Belong	What does it mean to belong?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Narrative Essay *Narrative Speech
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			

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/eldstndspublication14.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 Language Launch Vol. 2</i>	Dr. Kate Kinsella	HMH		<i>1/1/2021</i>
<i>Text will be approved with the approval of this outline</i>		<i>English 3D Course A Vol. 1</i>	Dr. Kate Kinsella	HMH		<i>1/1/2021</i>