FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ELD 1

Board Approval Date: June 18, 2025	**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):**
Prerequisite(s): **Initial identification as determined by multiple measures (ELPAC, SBAC/CAASPP, district benchmark assessments, and/or primary language proficiency)**	**Corequisite(s):** **N/A**
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: Yes	
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 newcomers.The text-based course builds language and literacy proficiency in reading, writing, speaking, and listening, using a rigorous and robust academic curriculum that prepares students for college and career success. There is specific emphasis on scaffolded instruction supporting English Learners in grammar, vocabulary, reading fluency, oral communication, research skills, and reading strategies. These methods are incorporated into every lesson, supporting all reading and writing activities and assignments with a variety of texts at grade level readiness.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
Volume 1:			
1. Welcome to School	How can you navigate your school?	Brief writes quizzes exit tickets teacher observations checklists concept maps graphic organizers	Poster Project Writing: Explanatory Paragraph Friendly Letter Oral Presentation
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.			
2. Getting to Know You	How can we find common interests and experiences by telling stories?	Brief writes quizzes exit tickets teacher observations checklists concept maps graphic organizers	Comic Strip Project Writing: Personal Narrative Presentation
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.** **L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**			
3. Community Voices	How can we contribute to our community?	Brief writes quizzes exit tickets teacher observations checklists concept maps graphic organizers	Project Writing: Argumentative Paragraph Presentation

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**			
4. 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
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**			
5. 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
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**			
6. Across Cultures	What makes cultures unique?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Cultural Project *Writing: Informative *Paragraph *Presentation
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**			

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Volume 2:			
1. Are you Your Name?	How does your name affect your identity?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Narrative Paragraph *Presentation
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
2. Keeping Languages Alive	How do languages stay alive?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Opinion Paragraph *Oral Presentation
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
3. Your Brain and Language	How are language and your brain connected?	*Brief writes *Quizzes *Exit tickets *Teacher observations checklists *Concept maps *Graphic organizers	*Informative Paragraph *Oral Presentation
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when			

writing or speaking

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.thecorestandards.org/ELA-Literacy/L/9-10/, https://www.thecorestandards.org/ELA-Literacy/L/11-12/

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
Text will be approved with the approval of this outline		*English 3D Language Launch Vol. 1*	Dr. Kate Kinsella	HMH		
Text will be approved with the approval of this outline		*English 3D Language Launch Vol. 2*	Dr. Kate Kinsella	HMH		