

EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
**Course of Study Information Page**

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COURSE TITLE<br><b>English Language Development 1 (ELD 1)</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| DISTRICT COURSE NUMBER<br><b>#0107L1</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4-DIGIT STATE COURSE CODE (COMPLETED BY SILT)<br><b>2110</b>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |
| Rationale:                                                                    | ELD 1 curriculum develops students' reading, writing, speaking, and listening skills as specified within the Common Core State Standards (CCSS). This course is for students scoring in the Beginning range on the CELDT exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| Course Description that will be in the Course Directory:                      | This course is designed for English Language Learners who are acquiring English as a second language. Instruction in listening, speaking, reading, vocabulary development, and writing are included in the program at levels that are appropriate to the English fluency of the student as determined by the student's performance levels on the California English Language Development Test (CELDT). The ELD course assists students in developing the English skills that they must acquire to become proficient in the structured English immersion mainstream courses required for graduation. This course may be used as one of the 4 years of required English. It may also be used for elective credit. |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| How Does this Course align with or meet State and District content standards? | All activities are based on the Common Core standards. All units align with the CA CCSS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| NCLB Core Subjects:                                                           | <i>Select up to two that apply:</i><br><input type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject<br><input type="checkbox"/> Economics <input type="checkbox"/> History<br><input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics<br><input type="checkbox"/> Foreign Language <input type="checkbox"/> Reading / Language Arts<br><input type="checkbox"/> Geography <input type="checkbox"/> Science                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| CDE CALPADS Course Descriptors:<br><br>(See Page 2 for Definitions)           | CTE TECH PREP COURSE INDICATORS<br><input type="checkbox"/> Tech Prep (32) (Higher Ed)<br><input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed)<br><input type="checkbox"/> ROP (30)<br><input checked="" type="checkbox"/> N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CTE COURSE CONTENT CODE<br><input type="checkbox"/> CTE Introductory (01)<br><input type="checkbox"/> CTE Concentrator (02)<br><input type="checkbox"/> CTE Completer (03)<br><input type="checkbox"/> Voc Subject _____<br><input checked="" type="checkbox"/> N/A | INSTRUCTIONAL LEVEL CODE<br><input type="checkbox"/> Remedial (35)<br><input type="checkbox"/> Honors UC-Certified (39)<br><input type="checkbox"/> Honors Non UC-Certified (34)<br><input type="checkbox"/> College (40)<br><input checked="" type="checkbox"/> N/A |
| Length of Course:                                                             | <input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| Grade Level(s):                                                               | <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| Credit:                                                                       | <input checked="" type="checkbox"/> Number of credits: <b>10</b><br><input checked="" type="checkbox"/> Meets graduation requirements (subject <b>English</b> )<br><input type="checkbox"/> Request for UC "a–g" requirements<br>CSU/UC requirement _____                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     | <input type="checkbox"/> College Prep                                                                                                                                                                                                                                |
| Prerequisites:                                                                | CELDT testing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| Department(s):                                                                | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| District Sites:                                                               | EDHS, ORHS, PHS, UMHS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |
| Board of Trustees COS Adoption Date:                                          | 6/9/2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |

|                                           |                                                                                                                                            |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Textbooks / Instructional Materials:      | EDGE - Fundamentals, Moore, Short, Smith & Tatum, 2014-2 <sup>nd</sup> Edition, Hampton-Brown/National Geographic, ISBN: 978-1-28-543960-0 |
| Funding Source:                           | General Fund                                                                                                                               |
| Board of Trustees Textbook Adoption Date: | 6/9/2015                                                                                                                                   |

### Definitions

|                                              |                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CALPADS                                      | California Longitudinal Pupil Achievement Data System                                                                                                                                                                                                                                                                                                                              |
| CTE Technical Prep                           | A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.                                                                                                                                                                       |
| Instructional Level Code                     | Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP. |
| Instructional Level Honors, UC Certified     | Includes all AP courses.                                                                                                                                                                                                                                                                                                                                                           |
| Instructional Level Honors, non UC Certified | Requires Board approval.                                                                                                                                                                                                                                                                                                                                                           |
| Instructional Level College                  | Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.                                                                                                                                                                                                                                                       |

**EDUCATIONAL SERVICES**

**Course Title: English Language Development 1 (#0107L1)**

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STATE CONTENT  
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CONTENT STANDARD/UNIT TOPIC

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## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 1**

Course Number: **(#0107L1)**

Unit Title: **All About Me**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

California Department of Education--English Language Development Standards for Grades 9–10

ELD 1 will work toward on the standards listed in the "Emerging Learner" category on the English Language Development Level Continuum.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

B. Interpretive Mode--

Strand 6c: Use knowledge of morphology (e.g. common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using pronouns or synonyms to refer back to characters) to comprehending and writing brief texts.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as first, second, finally) to comprehending and writing brief texts.

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create familiar academic topics

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: Who Am I?

Students will be able to give basic information about themselves (name, birthday, address, list of favorites, etc.), and also ask similar questions of another person. Students will be able to identify a character's name in a given story and list basic traits about a main character. Students will be able to identify and use subject pronouns in a sentence (I, you, he, she, we, it, they), as well as identify and use basic verbs (have, be, do). Students will learn strategies to help them visualize while reading, and they will learn how to sequence events using key words such as first, next, then, last. Students will learn how to use a thesaurus, and they will read short selections from a variety of genres.

Core Text: Unit 1, The Edge (Fundamentals)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: Giving information, asking for information, describing a character, how to use a thesaurus, synonyms, antonyms, verbs (be, do, have), revising a piece of work

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

**EDUCATIONAL SERVICES**

Department: **English**

Course Title: **English Language Development 1**

Course Number: **(#0107L1)**

Unit Title: **Wisdom of the Ages**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

California Department of Education--English Language Development Standards for Grades 9–10

ELD 1 will work toward on the standards listed in the "Emerging Learner" category on the English Language Development Level Continuum.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community) and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs.

Strand 6c: Use knowledge of morphology (e.g. common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. describing a character or action as aggressive vs. bold) produces nuances or different effects on the audience.

Part II: Learning How English Works

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create familiar academic topics

Strand 4: Expand noun phrases to create increasingly detailed sentences about personal and familiar academic topics

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Makes Us Wise?

Students will be able to express likes, dislikes, wants, and needs. Students will be able to identify and use action verbs, helping verbs, and nouns in sentences. Students will be able to identify word parts (base, affix, prefix, suffix) and explain how each part can help determine the meaning of a word. Students will be able to identify the basic text structure of a problem/solution, cause/effect, and a memoir, and they will learn how to ask appropriate questions while reading these texts. Students will be able to identify and describe a character's appearance, actions, and personality.

Core Text: Unit 1, The Edge (Fundamentals)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: words to convey likes, dislikes, wants, and needs; action verbs, helping verbs, nouns, word parts (base, affix, prefix, suffix), reading strategies (asking questions, analyzing characters), text structure (problem/solution, cause/effect, memoir)

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing



## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 1**

Course Number: **(#0107L1)**

Unit Title: **Global Village**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

California Department of Education--English Language Development Standards for Grades 9–10

ELD 1 will work toward on the standards listed in the "Emerging Learner" category on the English Language Development Level Continuum.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

B. Interpretive Mode

Strand 5: Demonstrate comprehension of oral presentation and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6c: Use knowledge of morphology (e.g. common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

C. Productive Mode

Strand 10a: Write short literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write brief summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 12a: Use familiar general academic and domain-specific words to create clear spoken and written texts.

II. Learning How English Works

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create familiar academic topics

Strand 4: Expand noun phrases to create increasingly detailed sentences about personal and familiar academic topics

Strand 5: Expand sentences with simple adverbials (e.g. adverbs, adverb phrases, prepositional phrases) to

provide details about familiar activities or processes.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Make Us the Same? What Makes Us Different?

Students will be able to describe people and places, make comparisons, and use adjectives (possessive adjectives and adjectives that compare) and possessive nouns in a sentence. Students will be able to identify word parts (word, base, affix, prefix, suffix). Students will be able to write a compare/contrast paragraph as well as a description of a sport or game. Students will be able to summarize and write brief responses to a piece of literature. Students will be able to read a narrative and determine what is important.

Core Text: Unit 1, The Edge (Fundamentals)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: adjectives, possessive adjectives, and adjectives that compare; word parts (base, affix, prefix, suffix, reading strategies (asking questions, analyzing characters), text structures (narrative), how to summarize, how to revise a piece of work (conventions).

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 1**

Course Number: **(#0107L1)**

Unit Title: **Survival**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

California Department of Education--English Language Development Standards for Grades 9–10

ELD 1 will work toward on the standards listed in the "Emerging Learner" category on the English Language Development Level Continuum.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community) and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 6c: Use knowledge of morphology (e.g. common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

C. Productive Mode--

Strand 10a: Write short literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write brief summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by articulating some textual evidence or background knowledge with visual support.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. can, may)

Strand 12a: Use familiar general academic and domain-specific words to create clear spoken and written texts.

Part II: Learning How English Works

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create familiar academic topics

Strand 4: Expand noun phrases to create increasingly detailed sentences about personal and familiar academic topics

Strand 5: Expand sentences with simple adverbials (e.g. adverbs, adverb phrases, prepositional phrases) to provide details about familiar activities or processes.

### C. Connecting and Condensing Ideas

Strand 6: Combine clauses in a few basic ways (e.g. creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and join ideas.

Strand 7: Condense ideas in a few basic ways (e.g. by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Does it Take to Survive?

Students will be able to describe an experience or past event, carry out commands, use a dictionary, use context clues to determine the meaning of a word, use past tense verbs (was, were), use irregular past tense verbs, use adverbs, and make predictions about a text. Students will be able to write brief summaries and responses to literature, create a new ending for a story, and write about a challenge or difficult situation that they have encountered. Students will be able to create a problem-and-solution chart to plan a paragraph.

Core Text: Unit 1, The Edge (Fundamentals)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: adjectives, adverbs, past tense verbs (was, were), irregular past tense verbs, how to use a dictionary, reading strategies (previewing, making predictions, and setting a purpose), words that signal sequence in a story (first, next, then, last), how to summarize, problem-and-solution chart.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 1**

Course Number: **(#0107L1)**

Unit Title: **Fitting In**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

California Department of Education--English Language Development Standards for Grades 9–10

ELD 1 will work toward on the standards listed in the "Emerging Learner" category on the English Language Development Level Continuum.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community) and audience (e.g. peers, teachers).

B. Interpretive Mode:

Strand 6c: Use knowledge of morphology (e.g. common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

Strand 10a: Write short literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write brief summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by articulating some textual evidence or background knowledge with visual support.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. can, may)

II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to

writing brief arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using pronouns or synonyms to refer back to characters) to comprehending and writing brief texts.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as first, second, finally) to comprehending and writing brief texts.

#### B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create familiar academic topics

Strand 4: Expand noun phrases to create increasingly detailed sentences about personal and familiar academic topics

Strand 5: Expand sentences with simple adverbials (e.g. adverbs, adverb phrases, prepositional phrases) to provide details about familiar activities or processes.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: How Important Is It to Fit In?

Students will be able to express opinions, intentions, ideas, and feelings. Students will be able to use synonym clues, antonym clues, and context clues to determine the meanings of words. Students will be able to use correct verb tenses, prepositional phrases, and subject and object pronouns. Students will be able to write a structured response to a piece of literature, write a fact-and-opinion paragraph, write a letter to a friend or pen pal, and write a blog post. Students will be able to identify key features of a fable and make connections to a text.

Core Text: Unit 1, The Edge (Fundamentals)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: words that express opinions, intentions, ideas, and feelings; synonyms, antonyms, context clues, verb tense, prepositional phrases, subject pronouns, object pronouns, reading strategies (analyzing, making connections), structure of a friendly letter, structure of a blog post, key features of a fable, fact vs. opinion.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

**EDUCATIONAL SERVICES**

Department: **English**

Course Title: **English Language Development 1**

Course Number: **(#0107L1)**

Unit Title: **What Matters Most**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community) and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. describing a character or action as aggressive vs. bold) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

Strand 10a: Write short literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write brief summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Part II: Learning How English Works



## A. Structuring Cohesive Texts—

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Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using pronouns or synonyms to refer back to characters) to comprehending and writing brief texts.

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## B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create familiar academic topics

Strand 4: Expand noun phrases to create increasingly detailed sentences about personal and familiar academic topics

Strand 5: Expand sentences with simple adverbials (e.g. adverbs, adverb phrases, prepositional phrases) to provide details about familiar activities or processes.

## C. Connecting and Condensing Ideas

Strand 6: Combine clauses in a few basic ways (e.g. creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and join ideas.

Strand 7: Condense ideas in a few basic ways (e.g. by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What is Most Important in Life?

Students will be able to give and follow directions. Students will be able to retell a story and engage in a discussion on a given topic. Students will be able to identify examples of figurative language (simile, idiom). Students will be able to read a drama and identify its key features (stage directions, dialogue). Students will be able to identify causes and effects in a story and use context clues to determine the meaning of unfamiliar words or multiple-meaning words. Students will be able to write complete sentences and combine clauses. Students will be able to write responses to literature, write a personal narrative, and write/perform a skit about what is most important in life. Students will be able to revise written work.

Core Text: Unit 1, The Edge (Fundamentals)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: give and follow directions (using a map), retelling a story using sequence words (first, next, then, last), how to engage in conversation (take turns, listen, gesture, ask questions), key features of a drama (stage directions, dialogue), cause-and-effect, figurative language (simile, idiom), structure and features of a personal narrative, how to write/perform a skit, writing complete sentences, combining clauses, revising written work (conventions).

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

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**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

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