

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## COURSE OUTLINE

### HOLT PLUS

**Date:** May 2005

**Subject Area:** Elective

**Proposed Grade Level:** 6<sup>th</sup> – 8<sup>th</sup>

**Course Length:** 1 Year / 2 Semesters

**Grading:** A-F

**Prerequisites:** Concurrent enrollment in the grade-level English language arts class

### **COURSE DESCRIPTION:**

The curriculum for this course correlates to the California English Language Arts Content Standards for each particular grade level. It will include support for the curriculum taught in the regular English Language Arts class through pre-teaching, re-teaching, and more in-depth instruction. Support will include instruction in the areas of reading, writing, written and oral English language conventions, and listening and speaking.

### **GENERAL GOALS/PURPOSES:**

The purpose of this course is to provide additional instructional time and support for students who are struggling in the regular grade-level English language arts class (the core class). The curriculum and pacing will mirror instruction in the core class by providing opportunities for pre-teaching, re-teaching, and extended instructional time with the standards.

### **STUDENT READING COMPONENT:**

Students will read, as an extension of their core English class, classic and contemporary literature, expository text, magazines, newspapers, online information, speeches, essays, poetry, and consumer and workplace documents.

- **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will develop their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- **Reading Comprehension (Focus on Informational Materials)**

Students will learn comprehension strategies that will help them to understand expository/informational text. Students will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students will be given systematic instruction and ample practice to become proficient in comprehending informational materials.

- **Literary Response and Analysis**

Students will explore how events advance the plot; how each event explains past or present actions or foreshadows future actions; and how a character's thoughts, words, speech patterns, and actions reveal characterization.

### **STUDENT WRITING COMPONENT:**

Students will be provided with additional instruction and support to complete the grade-level writing applications assigned in the core English language arts class.

- **Writing Strategies**

Students will be given additional instruction and support in how to write clear, coherent, and focused essays. The writing will exhibit students' awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

- **Writing Applications (Genres and Their Characteristics)**

Students will be given additional instruction and support as they write narrative, expository, persuasive, and descriptive texts of at least 500-700 words, as assigned in the core English language arts class. Student writing will demonstrate a command of standard American English. When writing expository compositions, students must (1) state their thesis or purpose; (2) explain the situation; (3) follow an organizational pattern appropriate to the type of composition; and (4) offer persuasive evidenced to validate arguments and conclusions as needed.

- **Written and Oral English-Language Conventions**

Students will receive additional instruction and practice in an effort to hone their command of English-language conventions when they speak and write. Curriculum emphases will include sentence structure, grammar, punctuation, and spelling.

### **STUDENT ORAL COMPONENT:**

Students will learn how to listen critically and respond appropriately to oral communications and are to deliver focused, coherent presentations that convey ideas clearly. In support of assignments generated in the core English language arts class, students will speak both formally and informally to deliver the following: constructive feedback to peers, narrative presentations, summaries of articles and books, research presentations, and persuasive presentations. Students will demonstrate a command of standard American English and use appropriate organizational and delivery strategies.

- **Listening and Speaking Strategies**

Students will become engaged listeners and speakers. Students will deliver focused, coherent presentations that convey ideas clearly. Students will evaluate the content of oral communication.

- **Speaking Applications (Genres and Their Characteristics)**

In support of curriculum taught in the core English language arts class, students will have opportunities to speak informally and deliver well-organized formal presentations. Students will speak demonstrating a command of standard American English.

## **DETAILED UNITS OF INSTRUCTION:**

The curriculum and pacing will mirror instruction in the core English language arts class. Therefore, the units of instruction will follow the grade-level district-wide pacing plan in their core English class. The pacing guides can be found online under the grade-level English language arts course outline.

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:**

Writing, Reading, and Language Arts

## **LAB FEE:**

None

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The standards can be found online under the grade-level language arts course outline.

## **DISTRICT ESLRs TO BE ADDRESSED:**

Middle school English students will become:

- **Self-directed Learners** who will read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Effective Communicators** who can clearly articulate their ideas in writing using standard American English and deliver effective oral presentations and arguments in both formal and informal settings. They will be able to analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who understand the importance of neat, organized work (both written and oral) that demonstrates their thinking and understanding. They will take pride in all assignments and realize the value of creating an error-free product.
- **Constructive Thinkers** who are able to complete tasks with organization, logic, reasoning and writing skills that they have developed. They will reflect on their work and/or actions to enhance the outcome and value of their contributions.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use collaborative groups to strengthen their own understanding in addition to providing constructive feedback and support for others.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. They will be people who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.