

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Designated English 2 10

Board Approval Date: June 17, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10	Subject Area: English, Elective Elective Area (if applicable): Curriculum Support
Prerequisite(s): IEP team recommendation	Corequisite(s): English 2
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status:	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
<p>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, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, Ed. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION:

Designated English 2 10 is an English elective course that is designed to help students become fluent in language, vocabulary, reading, writing and comprehension by engaging students in thoughtful exercises that will extend across content areas, particularly for students who need designated English language support or additional scaffolding due to reading deficiencies. Because the course is designed to integrate thinking, reading, and writing, students will engage in a range of tasks: Meaning Making, Effective Expression, Foundational Skills, Content Knowledge, and Language Development. This course will

include English Learner strategies, SDAIE strategies, UDL strategies and Best Practices so all students may attain the goal of readiness for college, career, and civic life.

Designated English 2 10 is an English elective course that is designed as a companion course to ELA 2. The course will support core novel studies from ELA 2 in addition to honing writing strategies for narrative, argumentative, and explanatory tasks. Goals include increasing fluency in language, vocabulary, reading, writing and comprehension by engaging students in thoughtful exercises that will extend across content areas, particularly for students who need designated English language support or additional scaffolding due to reading and writing deficiencies. Enhanced reading skills will include independent reading with self-selected texts. Because the course is designed to integrate thinking, reading, and writing, students will engage in a range of tasks: Meaning Making, Effective Expression, Foundational Skills, Content Knowledge, and Language Development. This course will include English Learner strategies, Universal Design strategies and Best Practices so all students may attain the goal of readiness for college, career, and civic life.

Exit Criteria: grade level performance on standardized test scores (CAASPP); ELPAC score of 4; passing

General Education English with a C or better; and scoring within two grade levels of student’s grade level for district reading assessments (i-Ready, Star, other)

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Destiny	How much of what happens in our lives do we actually control?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Argumentative Essay *Test
2. Taking a Stand	If rules are put in place to keep us safe, is there ever a time when we should be fighting against them?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Explanatory/ Informative Essay *Test
3. Technical Difficulties	What kind of responsibilities do we have to our society and our environment?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Narrative Essay *Test
4. The Human Connection	How do our interactions with those around us and with the larger world make us who we are?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Argumentative Essay *Test

ESSENTIAL STANDARDS:

Reading:

RL.10.1: Textual Evidence

RI.10.1: Textual Evidence

Language Standards:

L.10.1 Parallel Structure

L.10.2 Colon to Introduce Lists

L.10.5 Euphemism, Oxymoron

Writing:

CCSS.ELA-LITERACY.W.9-10.1, CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.W.9-10.3, CCSS.ELA-LITERACY.W.9-10.4, CCSS.ELA-LITERACY.W.9-10.5, CCSS.ELA-LITERACY.W.9-10.6, CCSS.ELA-LITERACY.W.9-10.7, CCSS.ELA-LITERACY.W.9-10.8, CCSS.ELA-LITERACY.W.9-10.9, CCSS.ELA-LITERACY.W.9-10.10, CCSS.ELA-LITERACY.SL.9-10.1, CCSS.ELA-LITERACY.SL.9-10.2, CCSS.ELA-LITERACY.SL.9-10.3, CCSS.ELA-LITERACY.SL.9-10.4, CCSS.ELA-LITERACY.SL.9-10.5, CCSS.ELA-LITERACY.SL.9-10.6

Key Reading Skills:

Central or Main Idea

Textual Evidence

Greek and Latin Affixes and Roots

Theme

Dramatic Elements

Key Writing Skills:

Verbs and Verb Phrases

Connecting Ideas

Summarizing

Adverbs

Connecting Words

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.

<http://www.corestandards.org/ELA-Literacy/RL/9-10/>

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.

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.

<http://www.scoecurriculum.net/documents/estandards/sbeeldstdg910.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.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>StudySync Grade 10 Designated English</i>		BookheadEd Learning, LLC		<i>1/1/2015</i>

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

A Separate Peace by John Knowles

Lord of the Flies by William Golding

Ender's Game by Orson Scott Card

Our Town by Thornton Wilder

Self-selected text for independent reading