

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Designated English 2

<b>Board Approval Date: June 17, 2021</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 10</b>	<b>Subject Area: English</b> <b>Elective Area (if applicable):</b>
<b>Prerequisite(s):</b> N/A	<b>Corequisite(s):</b> English 2
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue 'A-G' College Prep Status: Yes</b>	
<b>A-G Course Identifier: (b) English</b>	
<b>Graduation Requirement: No</b>	
<b>Course Intent: District Course Program (if applicable):</b>	
<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 <b>Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, <a href="mailto:cmwilson@fcusd.org">cmwilson@fcusd.org</a> (grades K-5) and Jim Huber, Ed. D., <a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a> (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</b></p>	

### COURSE DESCRIPTION:

Designated English 2 is an English elective course that is designed to help students become more fluent in language, vocabulary, reading, writing and comprehension by engaging students in thoughtful exercises that extend across content areas, particularly for students who need designated English language support or additional scaffolding due to reading deficiencies. The course is designed to integrate thinking, reading, and writing to engage students 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 at 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
<b>1. Destiny</b>	How much of what happens in our lives do we actually control?	*Quizzes *Exit tickets *Study guides *Pear Deck activities “The Sports Gene” non-fiction “The Importance of Mindset” non-fiction “Outliers: The Story of Success” non-fiction “The Game Ritual” fiction	*Argumentative Essay *Test
<b>2. Taking a Stand</b>	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 “The Peasant Revolt” non-fiction “The Whisperers: Private Life in Stalin’s Russia” non-fiction “The Dinner of the Lion” fiction “Remarks to the Senate in Support of a Declaration of Conscience” speech	*Explanatory/ Informative Essay *Test
<b>3. Technical Difficulties</b>	What kind of responsibilities do we have to our society and our environment?	*Quizzes *Exit tickets *Study guides “Fate or Foolishness” fiction “Silent Spring” non-fiction excerpt “The Science of Genetically Altering Foods: Should We	*Narrative Essay *Test

		Do It?” non-fiction “De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life” non-fiction debate	
<b>4. The Human Connection</b>	How do our interactions with those around us and with the larger world make us who we are?	*Quizzes *Exit tickets *Study guides "The Book Thief" fiction excerpt “The Christmas Truce of 1914” non-fiction “When Everything Changed” poem “Those Winter Sundays” poem”	*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

**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/sbeelstdg910.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**

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

**Other Resource Materials**

A Separate Peace John Knowles,  
 Lord of the Flies William Golding,  
 Ender’s Game Orson Scott Card,  
 Our Town Thornton Wilder,  
 Macbeth by William Shakespeare  
 Animal Farm by George Orwell  
 Frankenstein by Mary Shelley,  
 Night by Elie Wiesel

**Supplemental Materials**

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

N/A