

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Designated English 1 10

<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): 9</b>	<b>Subject Area: English, Elective Elective Area (if applicable): Curriculum Support</b>
<b>Prerequisite(s): IEP team recommendation</b>	<b>Corequisite(s): English 1</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue 'A-G' College Prep Status: N/A</b>	
<b>A-G Course Identifier:</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 1 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 1 10 is an English elective course that is designed as a companion course to ELA 1. The course will support core novel studies from ELA 1 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:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Empathy</b>	How does human compassion inform our understanding of the world?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Argumentative Essay *Test
<b>2. Leadership</b>	What are the responsibilities of power?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Explanatory/ Informative Essay *Test
<b>3. Dreams and Aspirations</b>	What happens when obstacles get in the way of a dream? How do people around the world continue to challenge rules in pursuit of their dreams?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Narrative Essay *Test
<b>4. All for Love</b>	How does love move and change us?	*Quizzes *Exit tickets *Study guides	*Argumentative Essay *Test

		*Pear Deck Activities *Class Discussions	
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**ESSENTIAL STANDARDS:**

RL.9.1: Textual Evidence

RI.9.1: Textual Evidence

Language Standards:

L.9.1: Parallel Structure

L.9.2: Colon Into List

L.9.5: 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:

Textual Evidence

Arguments and Claims

Author’s Purpose and Point of View

Informational Text Structure

Media

Key Writing Skills:

Summarizing

Adverbs

Verbs and Verb Phrases

Language Choices

Supporting Ideas and Opinions

Argumentative

Explanatory/Informative

Narrative

**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 9 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.):

*The Grapes of Wrath by John Steinbeck*

*Fahrenheit 451 by Ray Bradbury*

*The Joy Luck Club by Amy Tan*

*The House on Mango Street by Sandra Cisneros*

*Self-selected texts for independent reading*