

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Designated English 3 10

Board Approval Date: June 17, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11	Subject Area: English, Elective Elective Area (if applicable): Curriculum Support
Prerequisite(s): IEP team recommendation	Corequisite(s): English 3
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: No	
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 3 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 3 10 is an English elective course that is designed as a companion course to ELA 3. The course will support core novel studies from ELA 3 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. We the People	What shaped America’s early identity?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Argumentative Essay *Test
2. The Individual	What is the relationship between the individual and society?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Explanatory/ Informative Essay *Test
3. Modern Times	How being an American is tied up in pursuing some kind of dream or ideal?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Narrative Essay *Test
4. Harlem Renaissance	How does the Harlem Renaissance cultivate a new black consciousness and racial pride?	*Quizzes *Exit tickets *Study guides *Pear Deck Activities *Class Discussions	*Argumentative Essay *Test

ESSENTIAL STANDARDS:

Reading:

RL.11.1: Text Evidence

RI.11.1: Text Evidence

Language Standards:

L.11.2 Hyphenation

L.11.5 Hyperbole, Paradox

Writing:

CCSS.ELA-LITERACY.W.11-12.1 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.11-12.3

CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6

CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9

CCSS.ELA-LITERACY.W.11-12.10

Key Reading Skills:

Textual Evidence

Author's Purpose and Author's Point of View

Story Elements

Informational Text Structure

Key Writing Skills:

Expressing Opinions

Referring Words

Nouns and Noun Phrases

Language Choices

Verbs and Verb Phrases

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/11-12/>

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.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.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 11 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.):

“Young Goodman Brown” by Nathaniel Hawthorne

My Antonia by Willa Cather

Death of a Salesman by Arthur Miller

A Lesson Before Dying Ernest J. Gaines

Self-selected text for independent reading