

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



English 1

Board Approval Date: April 15, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9	Subject Area: English Elective Area (if applicable):
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (b) English	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable):	
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COURSE DESCRIPTION: (Online Course)

The English 9 course is an overview of exemplar selections of literature in fiction and nonfiction genres. Students read short stories, poems, a full-length novel, and a full-length Shakespeare play, analyzing the use of elements of literature in developing character, plot, and theme. For example, in selected stories, students compare the effect of setting on tone and character development. Likewise, in the poetry unit, students analyze how artists and writers draw from and interpret source material. Each unit includes informational texts inviting students to consider the historical, social, and literary context of the main texts they study. For example, in the first semester, a Nikolai Gogol story that is offered as an exemplar of

magical realism is accompanied by instruction on that genre. Together, the lesson content and reading prompt students to demonstrate their understanding of magical realism by analyzing its qualities in a literary text. Throughout the course, students respond to others' claims and support their own claims in essays, discussions, and presentations, consistently using thorough textual evidence. The range of texts includes canonical authors such as William Shakespeare, Franz Kafka, and Elie Wiesel, as well as writers from diverse backgrounds, such as Alice Walker, Li-Young Lee, and Robert Lake-Thom (Medicine Grizzly Bear).

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. The Short Story, Part 1	How does an author's choices about structure, timing, and pacing create tension?	*Checkup: Reading Strategies: Using Text Features and Visual Cues *Quiz: Understand the Shape of a Story	*Test: The Short Story, Part 1
2. The Short Story, Part 2	How do authors use elements such as characters, setting, and plot to help you connect the story to your own personal hopes and dreams and remind you of the important things in your life?	*Checkup: Active Reading Strategies: Activating Prior Knowledge *Quiz: Understand Characters through Symbols	*Test: The Short Story, Part 2
3. Poetry	How does word choice and figurative language add to our experience of poetry?	*Checkup: Active Reading Strategies: Monitoring and Applying Fix-Up Strategies *Quiz: Understand Poetic Language	*Test: Poetry
4. The Novella: Franz Kafka's The Metamorphosis	How do word choices impact meaning and tone?	*Quiz: Analyze the Resolution of The Metamorphosis *Write: Prepare a Narrative	*Test: The Novella: Franz Kafka's The Metamorphosis
5. Drama: Shakespeare's Macbeth	How do characters develop in a story?	*Read: An Essay on Shakespeare's Language *Write: Prepare Annotations	*Test: Drama Shakespeare's Macbeth
6. The Rhetoric of Argument	How do logical fallacies affect an argument?	*Quiz: Analyze Rhetoric *Write: Prepare an Argument	*Test: The Rhetoric of Argument

7. The Rhetoric of Speeches	How do you choose the right words that will convince your audience to listen to you and help you make that change?	*Checkup: Active Reading Strategies: Asking Questions *Quiz: Understand How Word Choice and Context Matter	*Test: The Rhetoric of Speeches
8. Reinterpreting Fiction	How does an author's choices create mystery, suspense, or surprise?	*Checkup: Active Reading Strategies: Predicting *Quiz: Understand the Vulnerability to Media	*Test: Reinterpreting Fiction

APEX Units 5&10: Review and Exams

ESSENTIAL STANDARDS:

RL.9.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9.1: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

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.

<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

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.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies 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>APEX: English 9</i>		APEX Online Courses		<i>2019</i>

Other Resource Materials

Supplemental Materials

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