

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## English Foundations I

<b>Board Approval Date: November 16, 2023</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, 10, 11, 12</b>	<b>Subject Area: English, Elective Elective Area (if applicable): ELA</b>
<b>Prerequisite(s): District Diagnostic Score</b>	<b>Corequisite(s): None</b>
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status: No</b>	
<b>A-G Course Identifier:</b>	
<b>Graduation Requirement: No</b>	
<b>Course Intent: Program (if applicable):</b>	
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## COURSE DESCRIPTION (Online Course):

Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them.

Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines.

## DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. <b>Course Structure and Reading Strategies</b>	What are the basics for online learning strategies for reading?	*Check-up *Practice *Quiz	*Unit Test
2. <b>Identifying the Main Idea</b>	How can I identify the main idea of a text and how can I defend my answer using the text	*Check-up *Practice *Quiz	*Unit Test
3. <b>Making Inferences Part I</b>	What is the difference between an observation and an inference?	*Check-up *Practice *Quiz	*Unit Test
4. <b>Making Inferences Part II</b>	What are 5 inference types?	*Check-up *Practice *Quiz	*Unit Test
5. <b>Recognizing Author's Purpose</b>	How can I determine the author's purpose in a text?	*Check-up *Practice *Quiz	*Unit Test
6. <b>Mastering Fact and Opinion</b>	How can I tell the difference between a fact and an opinion?	*Check-up *Practice *Quiz	*Unit Test
7. <b>Understanding Summarizing</b>	What are the general principles of summarizing after reading a text?	*Check-up *Practice *Quiz	*Unit Test
8. <b>Understanding</b>	How can I summarize	*Check-up	*Unit Test

<b>Summarizing in Different Subjects</b>	writing from different academic subjects?	*Practice *Quiz	
<b>9. Making Connections Across Texts Part I</b>	How can I make connections and draw conclusions from a text and find strong support for those conclusions?	*Check-up *Practice *Quiz	*Unit Test
<b>10. Making Connections Across Texts Part II</b>	How can I compare several texts and make connections while supporting conclusions from the text itself?	*Check-up *Practice *Quiz	*Unit Test
<b>11. Course Overview Structure and Writing Strategies</b>	What is the basic structure and overview of this course?	*Check-up *Practice *Quiz	*Unit Test
<b>12. Identifying Purpose and Audience</b>	How would I shift my writing based upon purpose and audience?	*Check-up *Practice *Quiz	*Unit Test

**ESSENTIAL STANDARDS:**

CCSS.ELA-Literacy.CCRA.R.2 Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA Literacy. CCRA.R.4 Interpret words and phrases as they are used in a text including technical connotative, and figurative meanings and how specific word choices shape meaning or tone

L.9-10.4. Determine the meaning of unknown and multiple-meaning words and phrases based on grades reading content choosing from a range of strategies

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**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.

**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
Yes		<i>Apex English Foundations I</i>		Apex Online Courses		8/8/2019

**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.):

N/A