

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



English Foundations 4-10

Board Approval Date: May 15, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 12	Subject Area: English Elective Area (if applicable):
Prerequisite(s): English Foundations 3-10 or English 3. Placement in this course requires recommendation of an IEP or 504 team. Recommendations might include CAASPP score of 1 or 2; diagnostic assessment scores	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: N/A Program (if applicable): N/A	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement 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, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580	

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District's nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

This English course for seniors is taught by an Education Specialist with a reduced student to teacher ratio. The course provides a foundational pathway that supports the needs of students whose academic performance, including proficiency in English Language Arts and literacy in reading and writing, is three or more years below grade level. This course also includes a particular emphasis on academic vocabulary acquisition and reading comprehension, fluency, and foundation skills, as needed. Specialized Academic Instruction is employed, adapting, as appropriate in accordance with student IEPs, the content, methodology, or delivery of instruction to ensure student access to the general curriculum. This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require critical thinking, problem solving, and collaboration skills.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Epic Heroes	How do legends transform history?	*Graphic organizers *Class Discussions *Exit Tickets *Interactive Journals	*Argumentative Essay *Project *Oral Presentation
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
2. The Human Condition	How do we express the complexities of being human?	*Graphic organizer *Class Discussions *Exit Tickets *Interactive Journals	*Explanatory Essay *Project *Oral Presentation
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
3. An Exchange of Ideas	How did a diversity of views transform American society?	*Graphic organizers *Class Discussions *Exit Tickets *Interactive Journals *Think Questions	*Narrative Essay *Project *Oral Presentation
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Includes Shakespeare as well as other authors.) SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			

4. Emotional Currents	How have the literary movements of the last two centuries affected us?	*Graphic organizers *Class Discussions *Exit Tickets *Interactive Journals *Scene performances	*Argumentative Essay *Project *Oral Presentation
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. SL.11-12.4.B Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			

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.thecorestandards.org/ELA-Literacy/L/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.

<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.

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

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.

<https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>StudySync (Core)</i>		McGraw Hill		<i>1/1/2024</i>
<i>This material will be adopted with the approval of this outline.</i>	<i>3/20/2025</i>	<i>English 3D (Supplemental)</i>	Dr. Kate Kinsella	Houghton Mifflin Harcourt		<i>4/1/2021</i>