

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



English Foundations 3-10

Board Approval Date: May 15, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11	Subject Area: English Elective Area (if applicable):
Prerequisite(s): English Foundations 2-10 or English 2. 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
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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 juniors 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. We the People	What shaped America's early identity?	*Graphic organizers *Class Discussions *Exit Tickets *Interactive Journals *Think Questions	*Argumentative Essay *Socratic Seminar *Group Project
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. 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. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
2. The Individual	How does one find a place in society? What may be a challenge for some individuals, especially in times of such turmoil?	*Graphic organizer *Class Discussions *Exit Tickets *Interactive Journals	*Explanatory/Informative Essay *Poster/Visual Project
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 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. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
3. Modern Times	How has the definition of what it means to be "American" adapted to modern times?	*Graphic organizers *Class Discussions *Exit Tickets *Interactive Journals *Think Questions	*Narrative or *Explanatory-Informative Project
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty 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.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique,			

well-chosen details, and well-structured event sequences. W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

4. Seeking Romance/ Harlem Renaissance	How does love inspire people? How do “Movements” in Art, Music, Fashion, and Literature impact the greater society?	*Graphic organizers *Class Discussions *Exit Tickets *Interactive Journals	*Argumentative Essay *Slide Project
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SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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/finaelaccsstandards.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.

<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>