

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



English 1009

Board Approval Date: May 15, 2025	Course Length: 2 Semesters
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9	Subject Area: English Elective Area (if applicable):
Prerequisite(s): Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment	Corequisite(s): N/A
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 is tailored to provide a holistic approach to elevating students' literacy and analysis skills through comprehensive and engaging activities. Students enrolled in high school will enhance their vocabulary, reading comprehension, writing proficiency; and speaking, listening and analytical abilities. This pathway incorporates a variety of resources, including leveled books, chapter books, articles and other informational texts. It includes structured writing and vocabulary exercises, preparing students for functional literacy tasks, and life skills application.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
Unit 1	What are story elements? What is the author's purpose?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Unit 2	What is a main idea? How do we retell stories?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RI.9-10.2 , Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3 , Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.			
Unit 3	How do we analyze texts? What is an inference?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RL. 9-10.3 , Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.9-10.5.A, Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.			
Unit 4	What are story elements? How do we connect what we read with the real world?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RL. 9-10.2 , Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an			

objective summary of the text. W.9-10.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Unit 5	What are the features of different kinds of texts? What makes poetry special?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.			
Unit 6	How do ideas develop in a text? What techniques do authors use to tell stories?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.			
Unit 7	What is a main idea? How do we develop our own stories?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. W.9-10.3, Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Unit 8	How are themes connected in the text? What makes a good summary?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task

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Unit 9	How do word choices affect meaning? Why is the audience important in writing?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
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RI.9-10.2 , Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

L.9-10.5, Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.9-10.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 10	What makes details important? How do we strengthen the writing process?	*Oral/body language responses *Checkpoint assessments	*Benchmark assessments *Writing Task
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L.9-10.5, Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.9-10.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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/CCRA/R/>

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/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/ta/tg/ca/documents/ncscreading.doc>

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>Unique Learning System</i>	Various	n2y	Online	