

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



ELD 2

Board Approval Date: June 18, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: English Elective Area (if applicable):
Prerequisite(s): Initial identification as determined by multiple measures (ELPAC, SBAC/CAASPP, district benchmark assessments, and/or primary language proficiency)	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):	
<p style="text-align: center;">Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement</p> <p>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:</p> <p>Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580</p> <p>Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator</p>	

**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 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 course provides grade-level skills in reading, writing, speaking, and listening, using a rigorous and robust academic curriculum that prepares students for college and career success. This textbook-based course increases language and literacy proficiency with integrated and designated English instruction, extensive reading of diverse grade level texts and accessible instructional level texts with full-length works and excerpts, alongside recurrent, significant practice in reading, writing, speaking, and listening for a variety of purposes and audiences. There is specific emphasis on scaffolded instruction supporting English Learners in grammar, vocabulary, reading fluency, oral communication, research skills, and reading strategies. These methods are incorporated into every lesson, supporting all reading and writing activities and assignments.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Teen Sleep	Do teens need a wake-up call when it comes to sleep?	*Paraphrasing Text *Quick Writes *Exit tickets *Quizzes *Polls *Concept maps *Observations *Checklists *Class Discussions	*Formal Summary *Justification Paragraph
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.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. Learning Languages	Should not knowing another language keep a diploma out of reach?	*Paraphrasing Text *Quick Writes *Exit tickets *Quizzes *Polls *Concept maps *Observations *Checklists *Class Discussions	*Formal Summary *Justification Paragraph *Speaking Presentation *Blog
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.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
3. Teens Behind the Wheel	Are teens old enough to get behind the wheel?	*Paraphrasing Text *Quick Writes *Exit tickets *Quizzes *Polls *Concept maps *Observations *Checklists *Class Discussions	*Formal Summary *Justification Essay *Speaking Presentation

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.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4. Teens & Money

Can teens be trusted to know their limit when it comes to credit?

*Paraphrasing Text
*Quick Writes
*Exit tickets
*Quizzes
*Polls
*Concept maps
*Observations
*Checklists
*Class Discussions

*Formal Summary
*Justification Essay
*Speaking Presentation

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.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/9-10/>

<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/sp/ml/documents/eldstndspublication14.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>Text will be approved with the approval of this outline</i>		<i>English 3D Course C Vol. 1</i>	Dr. Kate Kinsella	HMH		
<i>Text will be approved with the approval of this outline</i>		<i>English 3D Course C Vol. 1 Student Portfolio</i>	Dr. Kate Kinsella	HMH		