

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ethnic Studies English 1

CAC Approval Date: October 22, 2025 Board Approval Date: December 11, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9	Subject Area: English, Ethnic Studies Elective Area (if applicable):
Prerequisite(s): None	Corequisite(s): None
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):	
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 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 is a foundational English course for freshmen. Students will strengthen reading, writing, speaking, and listening skills through critical interpretation of literature in writing and discussion; including an emphasis on grammar within the development of writing and literary analysis. The course also explores the diverse experiences of marginalized groups in the United States—including African American, Asian American, Latinx, Indigenous, and other communities—through literature, film, and historical documents. By examining themes of race, ethnicity, culture, and power, students will develop a stronger academic voice while cultivating empathy, self-awareness, and civic engagement

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Human Identity Individual Project	Who am I? How do individual, cultural, and societal factors shape our identities? How do our identities influence our perspectives and experiences? How do our identities shape our worldview, values, and beliefs?	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities quizzes	*Projects *Research papers *Presentations *Writing *Unit 1 Essay Option: “My Name” Narrative
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies.			
2. Introduction to Ethnic Studies	What is Ethnic Studies? How do power and privilege intersect with my identity? What role has conflict played in shaping the identities and experiences of marginalized groups? How have conflicts both divided and united communities?	*Discussion *Writing prompts *Close readings *Literary analysis questions *Compare/contrast activities quizzes	*Projects *Research papers *Presentations *Socratic Seminars *Writing *Example Research Presentation: Students will research a particular social or civil rights movement and evaluate its impact on current issues in the community.
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. SL.9-10.4.A Present information and evidence clearly and logically with effective delivery (eye contact, volume, pronunciation) so listeners can follow the reasoning. Ensure organization, content, and style fits the purpose, audience, and task. a. Plan and deliver an informative/explanatory presentation that supports a thesis with evidence, integrates primary and secondary sources, uses domain-specific vocabulary, and ends with a clear conclusion.			
3.	What role does	*Discussion	*Projects

Intersectionality	intersectionality play in understanding power and privilege? How do multiple identities (race, gender, class, sexuality, etc.) intersect to create unique experiences of power and oppression? In what ways do historical narratives and representations perpetuate or challenge dominant ideologies? How can we critically analyze these narratives? What is the role of memory and commemoration in shaping collective identity and social justice movements? How can we use memory to resist oppression and promote healing?	*Written responses *MLA review *Literary analysis questions *Close Readings *Compare/contrast activities *Quizzes	*Research papers *Essays and other writing *Presentations *Socratic Seminars *Project Example: *Argumentative writing
RL.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. W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
4. Voices for Change	How can we use our voices and platforms to advocate for change? What are effective strategies for advocacy and activism? What is the role of art, literature, and film in social justice movements? How can these mediums be used to inspire and mobilize people? How can we measure the impact of social justice activism? What are the key indicators of success?	*Discussion *Written responses *Literary analysis questions *Close Readings *Compare/contrast activities *Quizzes	*Projects *Research papers *Presentations *Socratic Seminars *Writing

SL.9-10.1.A Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

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	Textbook Title ISBN #	Author(s)	Publisher	Edition
	<i>FCUSD approved novels and supplemental resources</i>			