

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Ethnic Studies English 4

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| <b>CAC Approval Date: October 22, 2025</b><br><b>Board Approval Date: December 11, 2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Course Length: 2 Semesters</b>                                                     |
| <b>Grading: A-F</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Credits: 5 Credits per Semester</b>                                                |
| <b>Proposed Grade Level(s): 12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Subject Area: English, Ethnic Studies</b><br><b>Elective Area (if applicable):</b> |
| <b>Prerequisite(s):</b><br><b>None</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Corequisite(s):</b><br><b>None</b>                                                 |
| <b>CTE Sector/Pathway:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |
| <b>Intent to Pursue 'A-G' College Prep Status: Yes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                       |
| <b>A-G Course Identifier: (b) English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
| <b>Graduation Requirement: Yes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                       |
| <b>Course Intent: District Course</b><br><b>Program (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                       |
| <p style="text-align: center;"><b>Folsom Cordova Unified School District</b><br/><b>2024-2025 Nondiscrimination Statement</b></p> <p><b>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:</b></p> <p><b>Jim Huber, Ed.D., Assistant Superintendent, Educational Services</b><br/><b>Compliance Officer, Section 504 Coordinator, ADA Coordinator (students)</b><br/><b>jhuber@fcusd.org</b><br/><b>916-294-9000 x 104580</b></p> <p><b>Shannon Diaz, Director of Compliance</b><br/><b>Compliance Officer and Title IX Coordinator</b><br/><b>sdiaz@fcusd.org</b><br/><b>916-294-9000 x 104415</b></p> |                                                                                       |

**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 is a senior English course designed to explore literary works of marginalized groups in the United States, focusing on African American, Asian American, Latinx, Indigenous, and other racialized communities. Through critical analysis of a broad range of literature, film, and historical documents, students will develop a nuanced understanding of race, ethnicity, identity, and power dynamics while developing their skills in reading, writing, speaking, and listening within the English Language Arts content standards. Additionally, students will develop respect for individuals and groups of people locally, nationally, and globally to build self-awareness, empathy, and foster active social and civic engagement.**

## **DETAILED UNITS OF INSTRUCTION:**

| <b>Unit Number/Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Unit Essential Questions</b>                                                                                                                                                                                                                                                                                                         | <b>Examples of Formative Assessments</b>                                                                                            | <b>Examples of Summative Assessment</b>                                                       |
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| <b>1. Justice &amp; Equity - How can literature help us imagine a more just and inclusive world?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>How do authors use language, genre, and storytelling to inspire social change?</p> <p>How do different communities imagine freedom, equity, and belonging through storytelling?</p> <p>What responsibilities do readers have when engaging with stories of injustice?</p>                                                            | <p>*Discussions</p> <p>*Writing prompts</p> <p>*Literary analysis questions</p> <p>*Compare/contrast activities</p> <p>*Quizzes</p> | <p>*Projects</p> <p>*Research papers</p> <p>*Essays</p> <p>*Presentations</p> <p>*Writing</p> |
| <p><b>RI.11-12.6</b> 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.</p> <p><b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>W.11-12.10</b> 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.</p> |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                     |                                                                                               |
| <b>2. Culture &amp; Community – In what ways does literature reflect and preserve cultural traditions and values?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>In what ways does literature shape our understanding of cultural identity?</p> <p>What role does storytelling play in preserving memory and heritage?</p> <p>In what ways do texts help us see the diversity within a single culture or community?</p> <p>What can we learn about our own communities by studying the stories of</p> | <p>*Discussions</p> <p>*Writing prompts</p> <p>*Literary analysis questions</p> <p>*Compare/contrast activities</p> <p>*Quizzes</p> | <p>*Projects</p> <p>*Research papers</p> <p>*Essays</p> <p>*Presentations</p> <p>*Writing</p> |

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| <p><b>W.11-12.10</b> 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.</p> <p><b>SL.11-12.1</b> 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.</p>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                             |                                                                                                          |
| <p><b>3. Connection &amp; Solidarity – How do stories build empathy across differences and connect people to one another?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>How does reading about the struggles and triumphs of others build empathy?</p> <p>How can literature challenge stereotypes and promote understanding?</p> <p>In what ways do authors use storytelling to invite readers into solidarity with marginalized voices?</p> <p>How do stories show both the uniqueness of individual experiences and the universality of human emotions?</p> | <p>*Discussions<br/>*Writing prompts<br/>*Literary analysis questions<br/>*Close readings<br/>*Compare/contrast activities<br/>*Quizzes</p> | <p>*Projects<br/>*Research papers<br/>*Essays<br/>*Presentations<br/>*Writing<br/>*Socratic Seminars</p> |
| <p><b>RI.11-12.6</b> 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.</p> <p><b>W.11-12.7</b> 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.</p> <p><b>SL.11-12.1</b> 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                             |                                                                                                          |
| <p><b>4. Identity &amp; Voice – How do stories shape who we are and how we see others?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>How does literature reflect the intersectionality of identity?</p> <p>How do stories influence the way we understand ourselves and our place in the world?</p> <p>How do language, culture, and history shape an author's voice?</p>                                                                                                                                                   | <p>*Discussions<br/>*Writing prompts<br/>*Literary analysis questions<br/>*Close readings<br/>*Compare/contrast activities<br/>*Quizzes</p> | <p>*Projects<br/>*Research papers<br/>*Essays<br/>*Presentations<br/>*Writing<br/>*Socratic Seminars</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What power comes from telling one's own story versus having it told by others? |  |  |
| <p><b>RL.11-12.1</b> 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.</p> <p><b>RI.11-12.6</b> 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.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |                                                                                |  |  |

## **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**

| <b>Board<br/>Approved</b> | <b>Textbook Title<br/>ISBN #</b>                                    | <b>Author(s)</b> | <b>Publisher</b> | <b>Edition</b> |
|---------------------------|---------------------------------------------------------------------|------------------|------------------|----------------|
| <i>Yes</i>                | <i>FCUSD approved<br/>novels and<br/>supplemental<br/>resources</i> |                  |                  |                |