

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ethnic Studies Honors English I

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 freshman Honors English course in which students 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. Students will read and analyze literary works, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion. This course uses the same standards as other freshman English courses; however, the pace, depth, and complexity of material differ. Students will read more novels and literary works, and write and analyze with greater sophistication preparing them for advanced courses

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. The Danger of a Single Story	How can memoirs challenge or complicate “single stories”?	*Context mini-presentations *Text Annotations *Close Reads *Thematic Analysis Paragraph	*Thematic Identity Infographic *Socratic Seminar
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. 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			
2. Dreams and Aspirations	How do social, cultural, or economic factors influence people’s ability to achieve their dreams?	*Academic Paragraphs (Claim, Evidence, Analysis) *Close Reads *Poetry Analysis	*In-Class Literary Analysis Essay *Close Read
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. RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings			
3. Empathy	In what ways does analyzing a text through a specific lens deepen (or complicate) our understanding and our capacity for empathy?	*Reading Quizzes *Academic Paragraphs (Claim, Evidence, Analysis) *Socratic Seminars	*Lens-Based Analytical Paragraph *Socratic Seminar
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. RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			
4. From Text to Truth: Researching Power and	How can we use research to test, complicate, or confirm the truths we encounter in a novel?	*Research-Based Mini-Presentation *Close-readings *Academic Paragraphs	*Research-Based Argumentative Essay *Close-readings *Presentation

Perspective		(Claim, Evidence, Analysis)	*Project
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. L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
5. Beyond the Single Story	How can literature challenge stereotypes, bias, and dominant narratives?	*Mini-Presentation *Lit Circle Logs *Academic Paragraphs (Claim, Evidence, Analysis)	*Research-Based Presentation *Projects
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 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.			

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 applies 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>Yes</i>	<i>FCUSD approved novels and supplemental resources</i>			