

Secondary Course Description

Course descriptions are
updated and reviewed with
all new text adoptions.

COVER PAGE

1. Course Title: Identity and Ethnic Literature	13. Subject Area: <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> CTE <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> DJUSD Graduation Elective <input type="checkbox"/> College Prep Elective (will seek UC/CSU approval)						
2. Transcript Title / Abbreviation: Ident/Ethnic Lit							
3. Transcript Course Code / Number (Office Use Only):							
4. School: Davis Senior High School							
5. District: Davis Joint Unified School District							
6. Department: English							
7. Graduation Requirement it meets: English							
8. Length of Course: 1 year	14. Grade Level(s): 10						
9. Graduation Credits: 10	15. UC/CSU Requirement:						
10. School / District Web Site: http://www.djUSD.net	16. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						
11. CBEDS Course Code:	17. GPA Types:						
12. School Contact: Name: Sonam Singh/David Achimore/Spencer Elliot Title/Position: Vice Principal/Department Chair/Teacher Phone: 530-757-5400 Ext.: Fax: 530-757-5492 E-mail: ssingh@djUSD.net / dachimore@djUSD.net / selliott@djUSD.net	18. Credit Value: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____						
19. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, in what year? <u>2003</u> Under what course title? <u>English 10</u>							
20. Pre-Requisites: Co-Requisites:							
21. <u>Preliminary Approval</u> - Secondary Site Principal Signature (<u>Must</u> be signed before proceeding to Step 22): _____							
22. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____							
23. Review & Approval: <table border="0"> <tr> <td>Date</td> <td>Signature</td> </tr> <tr> <td>_____ Site Curriculum and Instruction Leadership Team</td> <td>Signature/Title _____</td> </tr> <tr> <td>_____ Secondary Department Articulation/Collaboration</td> <td>Signature/Title _____</td> </tr> </table> Secondary Principal Signatures: _____ Date: _____		Date	Signature	_____ Site Curriculum and Instruction Leadership Team	Signature/Title _____	_____ Secondary Department Articulation/Collaboration	Signature/Title _____
Date	Signature						
_____ Site Curriculum and Instruction Leadership Team	Signature/Title _____						
_____ Secondary Department Articulation/Collaboration	Signature/Title _____						

BACKGROUND INFORMATION

Brief Course Description:

Identity and Ethnic Literature is a college prep survey course that helps students understand and interpret the human condition and experience in all its diversity and nuance. Students read and analyze contemporary and classic works in all genres: fiction, non-fiction, poetry, and drama. A major focus of the course is exploring student identity in all its complex forms - with several focal units on ethnic identity in America which will be partially aligned with the Ethnic Studies Model Curriculum Guideline put out by the state of California. Students respond to works by writing in a wide variety of ways, including literary analysis, research, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and listening/speaking skills. This course is designed to prepare all students for post-secondary education, with a heightened emphasis on reading and analyzing texts from authors of diverse backgrounds.

Context for Course:

- The course is inspired and directed by *DWSD* goals, objectives, and strategies.
- The course is aligned with UC Academic Standards (Area B English)

List the State/District Standards addressed in this course.

See "Course Outline" for a specific list of the standards covered in each unit.

History of Course Development:

This course replaces the English 10 CP course now offered to 10th graders.

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

Students will demonstrate college-ready skills in reading, writing, speaking, listening, and critical thinking.

Students will demonstrate an understanding and appreciation of diverse and nuanced voices in a wide variety of genres.

Students will write coherent and focused texts that demonstrate awareness of audience, purpose, and stages of the writing process.

Students will be able to properly merge nonfiction sources with their own ideas and analyses to produce thought-provoking research essays.

Students will be able to read closely and annotate literary texts.

Students will be able to engage confidently and respectfully in class discussions and debates.

COURSE OBJECTIVES

Students will meet the English-Language Arts Common Core Standards in:

- Word analysis, fluency, and systematic vocabulary development
- Reading comprehension (with a focus on informational materials)
- Literary response and analysis
- Writing strategies
- Writing applications (including narratives, responses to literature, reflective compositions, research, argumentation, and informational-text responses)
- Written and verbal English language conventions
- Listening and speaking strategies
- Speaking applications (including delivering reflective presentations, oral responses to literature, multimedia presentations, and recitations of studied works, and discussion)

COURSE OUTLINE

Unit 1: Personal Identity (Semester 1)

Key topics:

- What is identity?
- What factors shape who we are?
- What do stories teach us about identity?

Major works: Choose at least one of the following:

- Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz
- Hey, Kiddo by Jarrett J. Krosoczka
- Cyrano de Bergerac by Edmond Rostand

Supplemental works may include:

- "Self Concept" by Saul McLeod (informational text)
- "Two Names, Two Worlds" by Jonathan Rodriguez (poem)
- "I'm Nobody, Who are you" by Emily Dickinson (poem)
- "Where I'm From" by George Ella Lyon (poem)
- "Something You Should Know" by Clint Smith (poem)
- "Meteor Shower" by Clint Smith (poem)
- "Sister Flowers" by Maya Angelou (excerpt)

Common Assessment (not necessarily tied to the literature):

Personal narrative writing

Summative Unit Assessment Options:

Reading/Critical Thinking: Short Answer Test

Listening and Speaking: Socratic Seminar or Speech

Focal standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions 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 or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Unit 2: Social Identity (Semester 1)

Key topics:

- Who am I? How does my identity, culture, and society shape my experience in the world?

Major works: Choose at least one of the following:

- I am Not Your Perfect Mexican Daughter by Erika Sanchez
- The Color of Water by James McBride

Supplemental works may include:

- Bryan Stevenson TED Talk on Identity and Injustice
- "My Name" by Sandra Cisneros (vignette)
- "Names/Nombres" by Julia Alvarez (essay)
- "Fish Cheeks" by Amy Tan (short story)
- "Dusting" by Julia Alvarez (poem)
- "Hair" by Elizabeth Acevedo (poem)
- Self-portrait Along the Borderline Between Mexico and the United States - Frida Kahlo (painting)

Common Summative Unit Assessment:

Literary Analysis/ Argumentation essay

Focal standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Unit 3: Ethnic and Cultural Identity (Semester 1)

Key topics: Narrative, point of view, perspective

- How do our individual perspectives shape the way we experience the world?
- What happens when different perspectives lead to divergent understandings?

Major works: Choose one of the following:

- The Color of Water by James McBride
- Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz
- I am Not Your Perfect Mexican Daughter by Erika Sanchez

Supplemental works may include:

- "The Danger of a Single Story" by Chimamanda Adichie (TED Talk)
- The Guardian's 1986 "Points of View" advertisement
- "Street Calculus" by Garry Trudeau (cartoon)
- "Silent Beats" by Jon M. Chu (short film)
- "Still Me Inside" by Mai Goda (personal essay)
- "Those Who Don't" by Sandra Cisneros (vignette)
- "Superman and Me" by Sherman Alexie (personal essay)
- "Letter from a Birmingham Jail" by Martin Luther King (letter)

- "Mother to Son" by Langston Hughes (poem - use with The Color of Water)

Summative Unit/Semester Assessment:

Semester 1 Common Final: Argumentative Essay

SAMPLE PROMPT

This semester we've focused on the idea of identity: who we are as individuals, what factors shape who we are, and how our identities are complex--we are more than just a "single story." In her speech, "The Danger of a Single Story," Nigerian author Chimamanda Ngozi Adichie states, "The single story creates stereotypes ... and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

Prompt:

- Argumentative: When Adichie talks about a "single story," she's referring to prejudice, a preconceived opinion about someone (their identity) that is (perhaps we say based on limited experience) not based on reason or actual experience. Can we effectively combat prejudice? Write an argumentative essay responding to the prompt, using evidence from at least one of the novels read this semester, one supplemental text read in class (poem, essay, speech, etc.), and one outside source to support your thesis.

Potential Modifications:

- Narrative/personal essay: Is there a single story that others have used to define you? Can you think of examples of "single stories" that may be part of your own world view? Write a personal essay where you describe this specific experience, reflecting on the significance of this memory.

- Informational/Explanatory: What is the danger of a single story? Write an informational essay responding to the prompt. In order to answer the question, please refer to at least one of the novels read this semester, one supplemental text read in class (poem, essay, speech, etc.), and one outside source to support your thesis.

Focal Standards

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.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 aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.7

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.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Unit 4: Systems, Morality, and Leadership (Semester 2)

Key topics: hierarchy, system, power, social contract, systemic

- Can societies be organized efficiently and fairly?
- What are the moral responsibilities of a citizen?
- What are the moral responsibilities of a leader?

Major works: Choose one of the following:

- Lord of the Flies by William Golding
- Animal Farm by George Orwell
- Macbeth William Shakespeare
- Illustrated Man Bradbury

Supplemental works may include:

- Excerpt from David and Goliath: Underdogs, Misfits, and the Art of Battling Giants
 - o "Legitimacy is based on three things. First of all, the people who are asked to obey authority have to feel like they have a voice--that if they speak up, they will be heard. Second, the law has to be predictable. There has to be a reasonable expectation that the rules tomorrow are going to be roughly the same as the rules today. And third, the authority has to be fair. It can't treat one group differently from another."
- Mcspadden, Lezley. "Little has Changed since My Son's Death." Washington Post, 14 Aug 2019. SIRS Issues Researcher, <https://explore.proquest.com/sirsissuesresearcher/document/2315632597?accountid=193156>.
- Mac Donald, Heather. "The Myth of Systemic Police Racism." Wall Street Journal, 03 Jun 2020. SIRS Issues Researcher, <https://explore.proquest.com/sirsissuesresearcher/document/2408938634?accountid=193156>.
- Quinton, Sophie. "After George Floyd, some School Districts Cut Ties with Police." stateline.org, 10 Jun 2020. SIRS Issues Researcher, <https://explore.proquest.com/sirsissuesresearcher/document/2412390280?accountid=193156>.
- "The Social Contract" by Khan Academy (Video)
- "Contractarianism: Crash Course Philosophy #37" by CrashCourse (Video) Common Assessment (not necessarily tied to the literature):

Informative/Explanatory Essay: (such as Extended Definition)

Summative assessment options:

Listening and Speaking: Socratic Seminar or debate

Focal standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

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

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented,

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Unit 5: Social Justice and Societal Progress (Semester 2)

Key topics: Dominion, exploitation, human rights, silencing, marginalization

- How is transformation born out of protest?

Major work:

- The Hate U Give by Angie Thomas

Supplemental works may include:

- "The Other America" by Martin Luther King (speech)
- "Ballot or the Bullet" By Malcom X (speech)
- "How to Tame a Wild Tongue" (essay)
- "I Lost My Talk" by Rita Joe (poem)
- "Commonwealth Club Address" by Cesar Chavez (speech)
- "Liberty Needs Glasses" -2Pac

Summative assessment:

- Literary Analysis/ Argumentation

Focal standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Unit 6: Finding One's Voice

Key topics:

- Why is having a voice important? To what extent is your voice worth fighting for?
- Whose voice are we hearing? Whose voice is being left out/silenced?

Major Work: Teach one of the following books that you have not taught earlier in the year.

- Of Mice and Men by John Steinbeck
- Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz
- Hey, Kiddo by Jarrett J. Krosoczka
- The Color of Water by James McBride
- I am Not Your Perfect Mexican Daughter by Erika Sanchez

Common Assessment: Semester 2 Common Final: Research-based Speech

In response to this semester's units, students will deliver a speech that expresses an opinion on a current societal issue that is centered on social systems and social justice. The speech will be supported by non-fiction research. Students can also draw on past course readings (non-fiction or fiction) as sources to enhance their argument.

Focal standards:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.W.9-10.7

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.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Title, Author, Publisher, Edition:

Previously Adopted? ☐ Yes ☐ No (If no, provide information directly below)

Cost per book

Total Cost

Budget Source

Other: Supplemental Texts:

Teachers will continually update the course by selecting current and relevant articles, research, and multimedia works that explore issues raised by required works.

DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES

Students will learn through a variety of instructional methods and strategies, including:

- Lecture, worksheets, and handouts
- Power-points and technology driven presentation of information.
- Student driven research and inquiry (Individual, triads, and teams).
- Socratic seminars
- Read-alouds, close reading, and supported reading of texts

ASSESSMENT METHODS AND/OR TOOLS

Assessment of student performance will be based on:

1. Tests and quizzes
2. Oral presentations and discussions
3. Cooperative learning activities
4. Individual and group projects/presentations
5. Formative writing responses
6. Summative process writing (argumentative, explanatory, and narrative essays)

ASSESSMENT CRITERIA

Student writing and oral communication are evaluated through teacher-developed rubrics aligned with California State Common Core ELA standards.

HONORS COURSES ONLY

Indicate how this honors course is different from the standard course.