

**ACALANES UNION HIGH SCHOOL DISTRICT**  
**COURSE OF STUDY: CURRICULAR AREA – ENGLISH LANGUAGE ARTS**

<u>COURSE TITLE:</u>	ENGLISH 4: DECONSTRUCTING RACE
<u>GRADE LEVEL:</u>	12
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for English requirement; subject area (“b”)
<u>GRADUATION REQUIREMENT:</u>	Fulfills one year of four-year English requirement for graduation
<u>STANDARDS AND BENCHMARKS:</u>	California Common Core State Standards, English Language Arts
<u>ADOPTED:</u>	TBD
<u>INSTRUCTIONAL MATERIALS:</u>	AUHSD Literature and Non Fiction List

COURSE DESCRIPTION:

English 4: Deconstructing Race is an English course where students read, discuss, write, and engage in research on race and cultural identity, the history of racism in America, social impacts of structural racism, and critical race theory. The course builds and extends the knowledge learned in the previous three years of high school English courses; it focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. Students will read more non-fiction than fiction. They will also learn to “read” other media such as films, podcasts, journalism, and social media. Students will learn to recognize and/or deepen their knowledge of the influence of race, ethnicity, whiteness, and cultural diversity on social institutions, ideology, law, and relationships through modern scholarship and literature. The primary focus is on the historical and social relationships among European Americans, African Americans, Latinx, and Asian/Pacific Americans. We will treat race and ethnicity as dynamic, complex ideological and cultural forces that shape all social institutions, inter-group relationships, and individual experiences, and how authors express their experiences of those social apparatus through literature and popular culture mediums.

COURSE OBJECTIVES:

Content and Skill Objectives

LANGUAGE

The language standards dictate the teaching of the elements of language necessary to communicate effectively in the real world.

Students will:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Evaluate texts and writing for precision and/or wordiness.
- Spell correctly.
- Develop knowledge of vocabulary relevant to subject matter.

## READING

The reading standards require students to make meaning of complex fiction and non-fiction. Students are building the skills to make literal meaning of the assigned texts, as well as interpretive skills that will enable them to infer thematic or suggested meanings.

When reading all texts, students will:

- Learn the meaning of unfamiliar words.
- Distinguish between denotative and connotative meaning of words.
- Identify major ideas and themes.
- Synthesize major components of a work or set of works.
- Make predictions, construct theories, draw analogies, and think abstractly about texts.
- Analyze various accounts of a subject told in different mediums.
- Evaluate the aesthetic qualities of a text.

When reading fiction texts, students will:

- Analyze characterization and interactions between characters.
- Identify, interpret, and evaluate the significance of various literary and rhetorical devices.
- Consider how narrative perspective affects meaning.

When reading non-fiction texts, students will:

- Engage with the main premises of texts and understand how the writer establishes claims.
- Determine arguments within texts.
- Analyze structure and elements of writing.
- Analyze organization of information.
- Identify perspective or bias.

## WRITING

The writing standards are aimed at engaging students in writing skillfully and with purpose. The emphasis is on employing literary devices and making structural choices that support the writer's purpose. Types of writing will include argumentative, informative and narrative.

When writing, students will:

- Understand and analyze structure and key elements of writing within a variety of texts.
- Engage in the writing process:
- Use a variety of pre-writing strategies.
- Write multiple drafts.
- Engage in various types of editing and revision.
- Adhere to MLA citation guidelines as appropriate.
- Write full-process essays, timed essays and shorter pieces.
- Use technology to enhance the writing process (e.g. conduct research, write collaboratively, share/peer-edit, and publish work).
- Produce clear and coherent writing of various types that includes key elements appropriate for the particular type of writing.
- Establish purpose and consider audience(s).

When writing argumentative pieces, students will:

- Establish a clear claim and include supporting evidence and analysis.
- Identify and address counterclaims as appropriate.

When writing informative pieces, students will:

- Conduct and synthesize research on a topic relevant to the course or student.
- Write to inform the audience about the research topic.

When writing narrative pieces, students will:

- Establish clear point of view.
- Create a deliberate narrative structure.
- Include literary devices such as figurative language and sensory details as appropriate.

#### SPEAKING AND LISTENING

The speaking and listening standards aim to engage our students in academic discussion. Formal presentations are one important way such talk occurs, as is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems in one-on-one, small-group, and whole-class settings.

When speaking and listening, students will:

- Identify and summarize main and subordinate ideas.
- Analyze and evaluate ideas presented in class discussions or media genres, formulating clear opinions.
- Understand and value diverse perspectives and opinions.
- Analyze a speaker's ideas to offer constructive feedback.
- Ask and answer questions coherently.
- Ask effective clarifying questions.
- Collaborate effectively in small groups and with partners.
- Ask relevant questions to elicit revealing responses during an interview.
- Learn skills in logic and reasoning to support arguments on conflicting sides of a question.
- Plan presentations with regard to audience.
- Practice oral interpretation; (e.g. readers theater, delivery of spoken word.)

## DEFINITION OF TERMS AS RELATED TO THE COMMON CORE

**Claim:** A statement or assertion, requiring defense through evidence; effective claims are arguable, precise, clear, properly qualified, and affirmative. A thesis statement is a writer's main claim.

**Evidence:** Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analysis and can be evaluated by others.

**Analysis:** A focused study of the parts, features, and structure of a work to make meaning of these parts and their relation to each other and the piece as a whole.

**Argument:** A reasoned, logical way of demonstrating the validity of a writer's position, belief, or conclusion.

**Synthesis:** Combination and evaluation of multiple sources to create an original and coherent product.

### ASSESSMENT:

Assessments should be designed to promote and evaluate critical thinking and skills as outlined in the California Common Core State Standards. Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes, essays, and other writing assignments that require them to apply the thinking and writing skills they are developing. Variety of assessments are to be used with a purpose of helping students practice the taught material and assess their mastery of the learned material.

### GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Component

### COURSE CONTENT:

Course content outlined below is supported by the selected, appropriate works of literature and nonfiction. The District approved list of titles shall be considered when selecting the appropriate books to support the skills outlined in the course content standards below. To ensure alignment with the California Standards for Evaluation of Instructional Materials for Social Content and AUHSD Board Policy 6161.1 Selection and Evaluation of Instructional Materials, a diverse set of titles shall be selected. Three titles at each grade level must be read from each of the following categories: Traditional, Representative of Multicultural Society – Female Authors, and Representative of Multicultural Society – Authors of Color. Teachers are encouraged to select nonfiction and contemporary titles as well. Approved book title lists are provided at each grade level providing guidance and available choices within each category. Reading of additional titles is encouraged and may be selected from various categories at the teacher’s discretion.

Reading Standards for Literature (Grades 11-12)			
	Common Core Standard	Suggested Practice	Assessment/Measurement
Key Ideas and Details	1. 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.	<ul style="list-style-type: none"> <li>• Write sophisticated analytical paragraphs correctly quoting and citing examples from text.</li> <li>• Choose apt evidence that shows both breadth and depth of understanding.</li> <li>• Annotate for multiple purposes: writing, discussion, and presentations.</li> <li>• Use quotations from the text to support multiple substantial and supportable interpretations.</li> </ul>	<b>Options for types of assessments and measurements of content mastery:</b> <ul style="list-style-type: none"> <li>• Claim-based writing</li> <li>• Term papers</li> <li>• Summaries</li> <li>• Response journals</li> <li>• Tests and quizzes on reading</li> <li>• Extension activities requiring research and real world connections</li> <li>• Class discussions</li> <li>• Socratic Seminars</li> <li>• Student presentations</li> </ul>
	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Make claims (verbal or written) regarding multiple main or significant themes within a text, and choose apt quotations to support those claims in writing, discussions, and presentations.</li> <li>• Articulate how themes are revealed, verbally and in written form.</li> </ul>	

	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA	<ul style="list-style-type: none"> <li>● Identify main events in a text and how they are related to one another.</li> <li>● Defend (verbally and in writing) why certain events are important and how the author controls the reader's experience by manipulating the order of events and interactions between characters.</li> <li>● Examples include plot mapping, timelines, flow charts, reordering or rewording of scenes, or reevaluating text as plot unfolds.</li> </ul>	<ul style="list-style-type: none"> <li>● Dramatic presentations</li> <li>● Graphic organizers, plot maps or other visual aids.</li> </ul>
Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA	<ul style="list-style-type: none"> <li>● Close-read and annotate text to analyze how diction, figurative language, and other literary or dramatic elements affect meaning and tone.</li> <li>● Close-read and annotate text with reference to multiple connotative and denotative meanings of words and phrases.</li> </ul>	
	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ul style="list-style-type: none"> <li>● Identify main events in a text and how they are related to one another.</li> <li>● Defend (verbally and in writing) why certain events are important and how the author controls the reader's experience through structures.</li> </ul>	
	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<ul style="list-style-type: none"> <li>● Identify the vocabulary of elements of fiction, poetry, and drama to inform discussions and writing (for example, terms like "irony," "sarcasm," or "satire").</li> <li>● Identify denotative and connotative meanings of words and phrases.</li> </ul>	



		<ul style="list-style-type: none"> <li>● Make inferences based on word choice.</li> </ul>	
Integration of Knowledge and Ideas	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<ul style="list-style-type: none"> <li>● Watch, read, or listen to multiple interpretations of a piece of work and describe how different versions interpret the work in meaningful ways.</li> </ul>	
	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<ul style="list-style-type: none"> <li>● Compare and contrast different works from the same and different historical periods (verbally and in writing).</li> </ul>	
Text Complexity	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>● Read literature and other materials appropriate to student maturity and skill.</li> </ul>	

Reading Standards for Informational Text (Grades 6-12)			
	Common Core Standard	Suggested Practice	Assessment/Measurement
Key Ideas and Details	1. 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.	<ul style="list-style-type: none"> <li>• Write analytical papers, quoting text or citing examples and citing examples</li> <li>• Annotate for multiple purposes: writings, discussions, and presentations.</li> <li>• Use quotations from the text to support multiple substantial and supportable interpretations.</li> <li>• Choose apt evidence that shows both breadth and depth of understanding.</li> </ul>	<b>Options for types of assessments and measurements of content mastery:</b> <ul style="list-style-type: none"> <li>• Claim-based writing</li> <li>• Summaries</li> <li>• Term papers</li> <li>• Response journals</li> <li>• Tests and quizzes on reading</li> <li>• Extension activities requiring research and real world connections</li> <li>• Class discussions</li> <li>• Socratic Seminars</li> <li>• Student presentations</li> <li>• Dramatic presentations</li> </ul>
	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Make claims (verbal or written) regarding multiple main or significant themes within a text, and choose apt quotations to support those claims during writings, discussions, and presentations.</li> <li>• Develop the use of structural elements within the the body of the essay</li> </ul>	
	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<ul style="list-style-type: none"> <li>• Articulate how and why the author constructs an argument</li> <li>• Synthesize main idea(s), knowing how to paraphrase and quote sources properly.</li> </ul>	
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA	<ul style="list-style-type: none"> <li>• Identify and assess the usage of academic language within the text in order to assess literal meaning, as well as connotative and denotative meanings.</li> </ul>	

	<p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.            a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA</p>	<ul style="list-style-type: none"> <li>Annotate texts with focus on structural elements, and their effectiveness on a clear and understandable argument</li> <li>Investigate reliability of text features</li> </ul>	
	<p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> <li>Consider historical and biographical context.</li> <li>Annotate text to identify literary and rhetorical devices such as repeated words or phrases, allusions, loaded words, figurative language, or imagery in order to affect audience.</li> </ul>	
Integration of Knowledge and Ideas	<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> <li>Assess, evaluate, and synthesize multiple sources of information.</li> </ul>	
	<p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<ul style="list-style-type: none"> <li>Compare and contrast two works noting similarities and differences in theme, style, tone, and context.</li> </ul>	
Text Complexity	<p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>Read literature, literary nonfiction and other textual materials that are appropriate to student maturity and skill.</li> </ul>	

Anchor Writing Standards (Grades 6-12)			
	Common Core Standard	Suggested Practice	Assessment/Measurement
Text Types and Purposes	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim (s), establish the significance of the claim (s), distinguish the claim (s) from alternate or opposing claims, and create an organization that logically sequences claim (s), counter claims, reasons, and evidence.</p> <p>b. Develop claim (s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Write an analytical essay making a sophisticated claim supported with relevant textual evidence, employing a structure appropriate to successful support of the argument.</li> <li>• Synthesize, analyze, and organize a variety of texts in writing. Create a claim which establishes an original and unified perspective using evidence from all texts.</li> <li>• Utilize academic and engaging style and syntax while maintaining formal diction, effective transitions, and sentence variety.</li> </ul>	<p><b>Options for types of assessments and measurements of content mastery:</b></p> <ul style="list-style-type: none"> <li>• Analytical essays and paragraphs</li> <li>• Student-generated topics and essay questions</li> <li>• Informative/expository essays and paragraphs</li> <li>• Student- generated questions and topics for socratic seminar and class discussion</li> <li>• Autobiographical or biographical reflective essay for “real experiences”</li> <li>• Original short stories, character emulation (e.g. writing in the voice of a character), and/or writing scenes from literature from different characters’ perspectives for “imagined experiences.”</li> <li>• Speeches and essays</li> <li>• Full-process and/or multiple revisions of writing</li> <li>• Full-process and/or multiple revisions of writing</li> </ul>

	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>f. Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA</p>		<ul style="list-style-type: none"> <li>● Research papers</li> <li>● Research-based oral presentations</li> <li>● Research papers</li> <li>● Research-based oral presentation2</li> <li>● Comparison/contrast essays, paragraphs, and/or oral presentations</li> </ul>
	<p>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.</p> <p>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings) graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> <li>● Create short and extended informative/expository assignments, such as: research reports, speeches, rhetorical compositions, definition essays, letters, instructions and manuals, and interviews.</li> </ul>	<ul style="list-style-type: none"> <li>● Journals</li> <li>● Quick-writes</li> <li>● Text in project slides</li> <li>● Personal narratives</li> <li>● In-class essays</li> <li>● Extended essays</li> <li>● Term papers,</li> <li>● Large research projects</li> </ul>

	<p>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.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic).</p>		
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> <li>● Write to convey personal experiences, either real (nonfiction – autobiography, biography or memoir) or imaginary (fiction) that entertains, instructs and/or informs. Types of narrative include journals, learning logs, personal narrative (college/ reflective essays), autobiographical incidents, monologues, and proposals.</li> <li>● Use a variety of appropriate narrative techniques, such as varied point of view, setting, character, dialogue, and description with sensory language to convey a vivid impression.</li> <li>● Smaller formative assessments may include: original short stories, character emulation (e.g. writing in the voice of a character), and/or writing scenes from literature from different characters' perspectives.</li> </ul>	

	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>Write pieces demonstrating appropriate awareness of: Subject, Occasion, Audience, Purpose, Speaker, Tone (“SOAPSTone”).</li> </ul>	
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	<ul style="list-style-type: none"> <li>Demonstrate knowledge of and implementation of the writing process, including prewriting, drafting, and editing. Assignments might include: Peer editing, editing for brevity, and , self-editing multiple drafts, including evaluating word choice, eliminating deadwood, and adding/streamlining transitional words and phrases.</li> </ul>	
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information	<ul style="list-style-type: none"> <li>Create collaborative editing groups through Google Docs or Turnitin.com</li> <li>Employ various publishing tools such as Google tools, EasyBib, Noodle Tools, and spell check to refine documents.</li> </ul>	
Research to Build and Present Knowledge	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.	<ul style="list-style-type: none"> <li>Develop a research question on a topic, find multiple sources, synthesize, and write about a subject in short or longer pieces. Create presentations on background or other topics in relation to other fiction or non-fiction texts, or history, in order to provide understanding of context of a work or theme.</li> </ul>	

	<p>8. 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 standards format for citations including footnotes and endnotes. CA</p>	<ul style="list-style-type: none"> <li>Independently utilize library, librarian, and other resources to research and find relevant sources, and create a piece of writing that integrates those sources, using a properly formatted document and Works Cited page (e.g., MLA).</li> </ul>	
	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 Reading standards to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g. “delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority of opinions and dissent(s) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential addresses”).</p>	<ul style="list-style-type: none"> <li>Write a piece relating one text to another text, making competent and credible arguments about the way in which allusions or sources affect the other text.</li> </ul>	
Range of Writing	<p>10. 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>	<ul style="list-style-type: none"> <li>Write pieces of diverse lengths and for different purposes. Examples include journals, quick-writes, text in project slides, personal narratives, in-class essays, mini-essays, extended essays, term papers, and large research projects.</li> </ul>	



Speaking and Listening (Grades 11 and 12)			
	Common Core Standard	Suggested Practice	Assessment/Measurement
Comprehension and Collaboration	<p>1. 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>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> <li>• Examples include informally pair-sharing ideas in order to transition into formal whole class discussions and paraphrasing in order to respond thoughtfully, pre-writing / journaling to generate ideas for discussion, small-group reading of a literary work to prepare for larger-group discussion</li> <li>• Read and annotate texts in order to determine author's main idea, purpose and style and/or build claims and questions to initiate classroom discussion</li> </ul>	<p><b>Options for types of assessments and measurements of content mastery:</b></p> <ul style="list-style-type: none"> <li>• Participation grade</li> <li>• Timed discussion</li> <li>• Speeches</li> <li>• Fishbowl</li> <li>• Socratic Seminar</li> <li>• Pair-share</li> <li>• Small-group discussion</li> <li>• Dramatic recitation of texts</li> <li>• Formal presentation (individual, partner, or small group)</li> <li>• Debate</li> <li>• Timed discussions</li> </ul>

	<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	<ul style="list-style-type: none"> <li>● Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.</li> </ul>	
	<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p>	<ul style="list-style-type: none"> <li>● Evaluate point-of-view in order to determine subjectivity versus objectivity.</li> <li>● Close-read passages in order to draw conclusions and make assertions about point-of-view.</li> </ul>	
	<p>4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA</p> <p>b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical</p>	<ul style="list-style-type: none"> <li>● Present speeches, participate in Socratic Seminars, and deliver informal/formal presentations or recitations with appropriate delivery using effective public speaking techniques.</li> <li>● Consider purpose, audience, and occasion when preparing for speaking assignments and opportunities.</li> </ul>	

Presentatio n of Knowledge	devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA		
	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.	<ul style="list-style-type: none"> <li>● Use electronic devices to enhance informal and formal presentations. For example: adding videos, images, or other multimedia to projects.</li> </ul>	
	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>● Participate in formal class discussions, Socratic Seminars, speeches, dramatic performances and presentations.</li> <li>● Adapt vernacular to context (formal or informal)</li> </ul>	

Language Standards (Grades 11 and 12 Students)			
	Common Core Standard	Suggested Practice	Assessment/Measurement
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	<ul style="list-style-type: none"> <li>• Use language appropriately when writing and speaking</li> <li>• Use appropriate resources for mastery of language complexity</li> </ul>	<b>Options for types of assessments and measurements of content mastery:</b> <ul style="list-style-type: none"> <li>• Formal Writing</li> <li>• Class Discussion</li> <li>• Language (Grammar) Tests/Quizzes</li> <li>• Multimedia presentations</li> <li>• Essays</li> </ul>
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly	<ul style="list-style-type: none"> <li>• Mastery of appropriate punctuation for complex/compound sentences</li> </ul>	
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading	<ul style="list-style-type: none"> <li>• Mastery of syntax as a technique for communication</li> <li>• Understanding language appropriateness in all levels of communication (speaking/listening, writing, reading).</li> </ul>	
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a	<ul style="list-style-type: none"> <li>• Identify context clues in order to discern meaning of words</li> <li>• Identify how and why words can have multiple meanings focusing on origins and meanings of scientific and mathematical terminology.</li> </ul>	

<p>word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>		
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• Master annotation text to identify and interpret figurative language, figures of speech and other literary devices; focus on rhetorical elements (e.g., hyperbole and paradox)</li> </ul>	
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the mastery of sophisticated vocabulary</li> <li>• Assess multiple words/phrases for appropriate usage (e.g., rhetorical shift, idiom, euphemism)</li> </ul>	

## Course Outline (Specific to English 4: Deconstructing Race)

### I. Introduction to Culture, Identity and Race

This unit introduces the concepts of personal identity, cultural identity, race and intersectionality. Essential questions in this unit include: What factors shape personal identity? What is the difference between nationality, ethnicity, race and culture? What are surface, shallow and deep levels of culture? How are our views of others shaped by race, ethnicity and culture? What are the most effective tools for authentic inquiry, conversation and writing about culture, race and identity? Students will use texts from the fields of psychology, anthropology, and sociology as well as essays, articles, and multimedia from multicultural perspectives. This first unit will also involve explicit instruction and practice in active listening and critical inquiry as a way of establishing honest and productive dialogue throughout the entire course.

#### Unit 1.1

This unit will focus on the roles of voice, silence and dialogue in discussions of identity, culture and race. Students will examine a variety of texts and online sources, develop a vocabulary and skill set for dialogue pertaining to issues of race, and practice using these discussion skills in the classroom.

#### Unit 1.2

This unit will focus on surface (e.g. food, dress), shallow (e.g. body language, courtesy) and deep culture (e.g. patterns of decision making, concepts of time), and the forces that impact all cultures (e.g. geography, climate, technology). Students will also learn a working vocabulary of essential terms including: gender, orientation, religion, socioeconomics, race, ethnicity, and nationality.

#### Unit 1.3

This unit will focus on the concepts of white privilege, normative/dominant white culture, white supremacy, and white fragility. Students will read *White Fragility* and related online sources in order to explore whiteness and the often invisible and powerful role it plays in society.

#### Unit 1.4

This unit will examine the psychology and sociology of racial identity. Focusing on childhood and adolescence, students will read texts that explain how parental, familial and institutional perspectives on race impact emerging personal identity. Students will read about the distinct and different issues of racial identity formation in Black, Latinx, Native American, Asian/Pacific Islander, White, Multi-racial individual families and individuals.

#### Unit 1.5

This unit will ask students to draw on the vocabulary, definitions, concepts and claims of the previous units. Students will use these tools to read, analyze and discuss selected works of nonfiction (literary essays, journalism and personal narratives) from *Side by Side A Multicultural Reader*.

## II. Origins of Race and Racism

This unit examines the social construct of race and the history of race and structural racism in America. Essential questions in this unit include: How were concepts and hierarchies of race created in Europe and exported to the new world? How was/is racism politically, economically, and legally woven into the fabric of American society? How did/do racist, segregationist, assimilationist and anti-racist ideas evolve in America? What role did/does popular culture and entertainment play in promoting and countering racism in society? How do personal narratives reveal the historical realities of living with race and racism? Students will use texts from the fields of history, political science, and economics as well as essays, articles, and multimedia from multicultural perspectives. This second unit will continue the practice of active listening as a tool for critical inquiry into the experiences of others.

### Unit 2.1

This unit features the *Seeing White* podcast series (Duke University public radio). Students will engage in ten episodes of this series tracing the origins of the concept of race from Europe, through the founding and history of America. Students will wrestle with a variety of complex and varied texts including: the audio podcast, podcast transcripts, primary source documents, and other informational and research texts.

### Unit 2.2

This unit focuses on the construction of systemic/structural racism in America (legally, economically, politically, culturally). Students will read, annotate and discuss the historical narrative *Stamped* (based on the text, *Stamped from the Beginning*) which traces the history of race in America through the lives of five historical figures (see names below). Students will be introduced to specific forms of racism (e.g. biological, cultural, ethnic, bodily, behavioral, class, space) and philosophical/political approaches to race (e.g. segregation, assimilation, and anti-racism).

### Unit 2.3

Expanding on the narrative structure of *Stamped*, this unit focuses on how personal narratives reveal racism, segregation, assimilation, and anti-racism. Students will read more selected essays from *Side by Side A Multicultural Reader* and do research on interviews within NPR's Story Core website.

### Unit 2.4

This final unit combines both the content and the skills from the previous units. Students will use the writing process (drafting, organizing, revising, editing) and a wide range of communication strategies to connect with different audiences. Students will apply knowledge of media techniques and multiple genres to create print and nonprint texts.

## III. Effects of Race and Racism

This unit examines the contemporary effects of race, racism, and structural racism as revealed through memoir and personal narratives. The course now digs more deeply into the rich and complex lived experiences and stories of individuals in American society. Essential questions in this unit include: What role has/does race play in framing personal, literary and historical narratives? How was/is personal narrative (memoir and autobiography) a

useful tool for understanding the effects of race and culture on identity? How did/do memoir and autobiography support and challenge the historical and literary texts of the dominant culture? How is white culture and white privilege present (and absent) in memoir and personal narratives? How can memoirs and autobiographies be useful models to enhance a writer's voice?

### 3.1

This unit asks students to delve further into reading and analyzing personal narrative, memoir and autobiography. Students will read Ta-Nehisi Coates' *Between the World and Me* and explore the writer's who proceed him in writing about race directly from personal experience: WEB Dubois, Richard Wright, Malcolm X, and James Baldwin. Students will examine and discuss the use of the epistolary or letter technique as a frame for personal narrative and persuasive claims.

### 3.2

In this unit, students will have the opportunity to read and examine a memoir or autobiography of their own choosing, one that illuminates their own race, ethnicity and culture and provides them with a model for narrating and reflecting on their own life; or one that exposes them to a race, ethnicity and culture that wish to explore. As part of the reading analysis, attention will be given to narrative structure, authorial voice, and intended audience.

### 3.3

In this final unit, students will read and listen to contemporary sources that convey the current effects of racism in society: the prologue of the new edition of *Why are all the black kids sitting together in the cafeteria?*, Code Switch NPR podcasts, and 1619 NYTimes podcasts. Students will discuss the most pressing problems facing racial groups in American society.

## IV. Critical Race Theory

The course concludes with the study of Critical Race Theory and the analysis of storytelling through a variety of media using Critical Race Theory. Essential questions in this unit include: What alternatives exist for framing and examining the role of race in literature, popular media, law, journalism, and education? How can white race and culture be examined and critiqued? How does Critical Race Theory influence and change the interpretation of canonical literature and iconic art and entertainment in popular culture? How have writers of color, before, during and after the founding of Critical Race Theory, represented their experiences through fiction, specifically the novel? How does the concept of intersectionality complicate and expand the interpretation of characters in literature and popular culture? How does the concept of intersectionality complicate and expand the way we interpret news and current events?



#### **Unit 4.1**

This unit will introduce the tenets and themes of Critical Race Theory. Students will examine and discuss the legal origins of Critical Race Theory and read excerpts of case law within the text *Critical Race Theory, An Introduction*.

#### **Unit 4.2**

This unit will more closely examine the ideas of legal storytelling, narrative analysis, counter storytelling, differends, and double-consciousness as defined and applied in Critical Race Theory. Students will explore and discuss these ideas as they apply to complex and varied texts including fiction, journalism (newspaper articles on the Scottsboro trial), and film. Students will continue reading *Critical Race Theory, An Introduction*. Applying key tenets of CRT, students will read, analyze and discuss the novel and film, *To Kill a Mockingbird*.

#### **Unit 4.3**

Using the content knowledge from the previous units, and the analytical skills practiced in the previous unit, students will apply their knowledge and skills of CRT theory to critique language structure, conventions, grammar, media techniques, and figurative language of varied print and nonprint texts.

#### **Unit 4.4**

In this final unit, students will read a novel of their choice by a writer whose race and ethnicity is of interest to them (see list above). Reading, analysis, and annotation for this novel will focus on the rhetorical, narrative, and language devices central to the novel and relevant and applicable to race and Critical Race Theory. Students will recognize the main themes of the novel and understand how the writer establishes these themes.