

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



English

CP & Honors 12 Elective: Diverse Voices

Course Description

Diverse Voices take on an examination of marginalized voices in literature "to include but not (be) limited to LGBTQIA, Native, people of color, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities" (weneeddiversebooks.org). Students will explore issues of access to power through a variety of works from diverse writers with the goal of understanding how and why these voices deserve to be heard and not pushed to the margins of society. Through the study of various genres, students will consider the personal and political implications of differing perspectives. Diverse Voices is centered on the belief that celebrating stories and writers of all backgrounds can lead to a more accepting and inclusive society.

Reading & Writing Skills

READING

MA Curriculum Frameworks Standards RL.1-7, 10; RI 1-7

- Cite strong and thorough textual evidence.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama.
- Determine the figurative or connotative meaning(s) of words and phrases.
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
- Read and comprehend a variety of complex texts that represent a cross-section of perspective, genre, and time period.

WRITING

MA Curriculum Frameworks Standards W.1, 2, 4, 5, 7-10

- Write arguments.
- Write informative/explanatory texts.
- Produce clear and coherent writing.
- Develop and strengthen writing as needed.
- Conduct short as well as more sustained research projects to answer a question.
- When conducting research, gather relevant information from multiple authoritative print and digital sources.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research.

Language, Speaking & Listening Skills

SPEAKING & LISTENING

MA Curriculum Frameworks Standards SL.1-4, 6

- Initiate and participate effectively in a range of collaborative discussions.
- Integrate multiple sources of information presented in diverse formats and media.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence.
- Adapt speech to a variety of contexts and tasks.

LANGUAGE

MA Curriculum Frameworks Standards L. 2-5

- Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.
- Apply knowledge of language to understand how language functions in different context.
- Determine the meaning of unknown words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Units	Essential Questions	Key Activities
<p>Privilege & Power (SCP & Honors) <i>All American Boys</i> (Honors)</p>	<ul style="list-style-type: none"> • How is privilege connected to power? • What signifies privilege in society? • What is the “danger of a single story”? • How are all groups affected by systemic privilege? 	<ul style="list-style-type: none"> • Close Reading • Media Analysis • Socratic Seminar • Reflection Essay • Literary Analysis • Motif Project • Group Presentation
<p>Misconceptions & Preconceptions: <i>The Kite Runner</i> (SCP & Honors)</p>	<ul style="list-style-type: none"> • How do cultural and religious stereotypes affect attitudes toward certain groups? • How are gender roles created? What are the effects of gender role expectations, and are these universal across cultures? • What defines a family? Do we have an obligation to be loyal and truthful to our friends and family? Why/why not? • What are some common perceptions & stereotypes about immigrants & refugees? How do these perceptions and stereotypes compare to reality? 	
<p>Beauty & Gender Identity “The Mask You Live In” (SCP & Honors)</p>	<ul style="list-style-type: none"> • What are our society’s beauty standards? What is the relationship between beauty, gender, & privilege? • What societal norms are formed around a binary view of gender? • How do gender roles & expectations affect one’s identity? • How does beauty & gender discrimination affect personal, national, and/or global interests? 	
<p>Independent Reading (Honors) A study of one of the following may occur, if time allows: <i>The Handmaid’s Tale, Pachinko, The Color of Water, Becoming Nicole, The Glass Castle, In the Time of the Butterflies, First They Killed My Father, There There, The Color Purple</i></p>	<ul style="list-style-type: none"> • Varies under the theme “Diverse Voices” 	

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Activities

Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.

Close Reading

Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.

Analysis

Analysis is examining the parts of visual or written text in order to understand the whole text and author’s purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.

Socratic Seminar

A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others. Teachers structure Socratic seminars in a variety of ways depending on the needs of the lesson and class. (Definition modified from NCTE ReadWriteThink, <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>)