

Course Title:	Social Justice in Literature (Pb)
Grade Level(s):	11, 12
Length of Course:	Two semesters or equivalent term
Credit:	10 units
Prerequisite:	ENG 9A/B, ENG 10A/B
Co-requisite:	n/a

Course Overview:

The Social Justice in Literature course offers students an opportunity to carefully read and critically analyze a variety of non-fiction and fiction texts that focus on historical and current topics of social issues by authors of historically marginalized cultures. Students will emerge with a greater understanding of how various aspects of the human condition – class, race, gender identity, and sexual orientation – do not exist separately from each other but instead are woven together in a complex framework. Students will develop a working concept of social justice, helping them view systemic injustice and social inequality through an inclusive and dynamic lens. Student choice influences the content of the course, and the development of students’ perspectives is a primary goal. This course can satisfy either the 11th or 12th grade English course requirement.

Schools Offering:	Del Valle High School Granada High School Livermore High School Vineyard High School
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Meets University of California Entrance Requirements:	Seeking “b” approval
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Board Approval:	<i>Pending Board Approval</i>
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Course Materials:	Literary text <i>We Should All Be Feminists</i> ; Adichie, Chimamanda Ngozi; Anchor Books; Reprint edition; Jan 1, 2015 ISBN: 110191176X
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Literary text
Between the World and Me;
Coates, Ta-Nehisi;
One World; 1st edition; July 14, 2015

ISBN: 0812993543

Literary text

Burro Genius: A Memoir;

Villasenor, Victor;

Harper Perennial; 2005

ISBN: 9780060526122

COURSE TITLE

COURSE CONTENT:

The Social Justice in Literature course will provide students an opportunity to examine a range of texts that emphasize historical and current topics of social issues, and engage in discussion of these issues through multiple perspectives and a sociological lens. Students will develop an empathetic understanding of the similarities and differences present in the human experience.

Unit 1: Introduction – Entering the Conversation

Essential Question: What shared language is needed to begin discussing social identities, their construction, and their impact on the human experience?

Students will begin their study of literature and its intersection with issues of social justice by first developing a shared vocabulary about socially constructed identity and a framework for viewing systems of inequity. Students will read non-fiction texts from a variety of historical and contemporary periods, using the skills of rhetorical analysis to identify the speaker, the audience, the purpose, and the efficacy of the text to communicate its meaning. Students will also read fiction texts, using literary analysis to determine how the author’s style affects and communicates their message and meaning. Students will self-select a title of interest from a variety of texts to form a book group that will meet once a week during this unit. Students will expand their knowledge by reading and researching a pertinent topic specific to their passions and interests. Students will engage in a writing task and construct their own personal statements, utilizing the knowledge they have about themselves to construct thoughtful and meaningful pieces about their identities.

In this unit, students will read and view the selected texts and their self-selected reading both in and out of class. During class time, the teacher will model strategic reading skills, including annotation and identifying evidence, as well as facilitating topical and relevant discussions.

Students will engage in the close reading of selected excerpts, annotating excerpts for both form and function. Students will have exposure to literary devices, such as diction, imagery, figurative language, and syntax, as well as rhetorical devices such as logical fallacies, ethos, pathos, and logos. The close reading of texts will occur in both small group and whole class discussions. Students will be able to respond to the text excerpts in both informal and formal writing situations, from journal writing to text-dependent questions, to more formal assessments such as timed writings to determine if the students have competence with the elements of effective composition.

Key texts include:

Burro Genius: A Memoir, Victor Villasenor

Poems: “Without Commercials”, Alice Walker; “Sure You Can Ask Me a Personal Question”, Diane Burns

Short Stories: “I Want to Be Miss America”, Julia Alvarez; “What Means Switch”, Gish Jen; “The Kind of Light That Shines on Texas”, Reginald McNight; “Native American/Indian, Asian/Oriental, Latino/Hispanic... Who Cares?: Language and the Power of Self Definition”, from *Getting Real About Race* (McClure and Harris)

Summary of Key Assignments and Activities:

At the conclusion of Unit 1, students will write an argumentative essay in one hour, discussing how a teacher-selected text excerpt utilizes literary and rhetorical devices to portray a complex message about identity construction, discussing the excerpt through a social justice lens.

Students will be able to:

- *utilize a working and developing knowledge of terms associated with social justice.
- *differentiate between sociological perspectives and become familiar with the factors that determine a dominant and a subordinate group in relation to power and privilege between those groups.
- *review the language of rhetorical analysis and the language of literary analysis as studied in previous years.
- *demonstrate competence with rhetorical and literary analysis through timed and process writing opportunities.
- *demonstrate competence with the social justice essential questions framework through short and medium-length writing pieces.

Unit 2: Race, Ethnicity, and the Fight for Equality

Essential Question: How have authors and activists from marginalized cultures of the past and today captured their struggles against racism in their fight for justice and equality?

In this unit, students will examine historical and modern issues of inequality related to race, ethnicity, and bias. Speeches from notable figures such as Ida B. Wells, Frederick Douglass, and Sojourner Truth will be read and analyzed. Additionally, the works of civil rights leaders such as Dr. Martin Luther King, Jr., Malcolm X, Cesar Chavez, Larry Itliong, Joan Baez, Gloria Anzaldua, Sylvia Mendez, and Dolores Huerta will also be studied. The unit will explore the contemporary topics of Black Lives Matter, Deferred Action for Childhood Arrivals (DACA), and media and film representation for people of color.

Key text for the unit: *Between the World and Me* by Ta-Nehisi Coates

Students will also self-select a title of interest for outside class reading from the following working list of titles:

Roots by Alex Haley

Dear Martin by Nic Stone

The Bluest Eye by Toni Morrison

The Hate U Give by Angie Thomas

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander

The Color of Law: A Forgotten History of How Our Government Segregated American by Richard Rothstein

House of Broken Angels by Luis Alberto Urrea

Rain of Gold by Victor Villasenor

I am Not Your Perfect Mexican Daughter by Erika L. Sanchez

Sing, Unburied, Sing by Jesmyn Ward

Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped from the Beginning by Jason Reynolds & Ibram X. Kendi

Writing assignments and class discussions will be constructed to allow students to develop critical thinking about how race and ethnicity impact the search for identity and equality in American

society. Student work will be represented in interactive notebooks, Socratic Seminars and Fishbowls, short writing assignments, and culminate in the key assignment, a short synthesis paper.

Summary of Key Assignments and Activities:

At the conclusion of Unit 2, students will be able to use 3-4 sources from this unit to compose a short synthesis paper, 4-5 pages, that discusses how their selected texts negotiate at least four of the questions posed in the literary criticism framework. Students will be expected to have a controlled thesis, apt and specific text evidence, and control of the elements of effective composition. The final paper will include a works cited page and be formatted in accordance with MLA guidelines.

Students will be able to:

- Identify what the differences are between race and ethnicity.
- Identify some fundamental causes of racism and prejudice.
- Uncover how racism manifests itself in society.
- Understand and explore how their experiences and those of their peers are impacted by race and ethnicity.
- Identify social movements that address(ed) injustices caused because of perceived racial / ethnic differences.
- Read and interpret a work of literary fiction or non-fiction using teacher-generated questions.
- Examine small excerpts of the work as well as make sense of the meaning of the work as a whole, identifying how authors use form to create meaning.

Unit 3: Stratification of the Social Classes in American Society

Essential Question: How does social class determine aspects of our lives and what are the consequences of social class inequities?

In this unit, students will identify and discuss terminology used to stratify society into social classes based on economic and social status. Students will read excerpts from texts such as *On (Not) Getting By in America* by Barbara Ehrenreich, *\$2.00 a Day: Living on Almost Nothing in America* by Kathryn J. Edin, and *The New Jim Crow* by Michelle Alexander, and discuss excerpts using critical thinking questions. Students will view and discuss various TED Talks about poverty in the modern world, such as “Poverty isn’t a lack of character – it’s a lack of cash” and “The story we tell about poverty isn’t true.” Classroom resources from the website “Teaching Tolerance” will be used, as well as excerpts from the PBS documentary series “Waging a Living.” Students will engage in sustained analysis of a single text via their book groups and will write a narrative paper that synthesizes multiple accounts of class struggle found within their own circle of family, friends, and acquaintances.

Students will engage in book groups, selecting from the following working list of titles:

Hillbilly Elegy by JD Vance

Evicted: Poverty and Profit in the American City by Matthew Desmond

Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich

The Glass Castle: A Memoir by Jeanette Walls

Grapes of Wrath by John Steinbeck

Eleanor and Park by Rainbow Rowell

Tyrell by Coe Booth

Pride by Ibi Zoboi

And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students by Miles Corwin

The Absolutely True Diary of a Part-Time Indian, by Sherman Alexie

Summary of Key Assignments and Activities:

At the conclusion of Unit 3, students will have participated in a book group for their self-selected text, maintained an interactive notebook, responded to teacher-created assignments for analysis (specific to their fiction or non-fiction text choice), and generated personal connections to the text. Student work will be assessed with a teacher-created rubric that includes ability to select specific textual evidence, generate subtle and nuanced inferences, make connections to the bigger themes presented in the work, and represent their ideas in a way that demonstrates style and the elements of effective composition.

Students will be able to:

- Identify what social class is, how it is determined, and what aspects of life it influences.
- Identify consequences of social class inequality.
- Identify values about class and work.
- Analyze the literary and stylistic elements of a fiction text, including plot, conflict, setting, themes (if text choice is fiction).
- Analyze the literary and stylistic elements of a non-fiction text, including author's purpose and point of view, central ideas and issues, author's use of evidence to support their ideas / claim, language, tone and mood, and implications of the work (if text choice is non-fiction).
- Analyze author's use of stylistic devices such as diction, imagery, figurative language, and syntax to impart meaning.

Unit 4: Gender and Sexual Orientation – Finding Voice and Space in American Society

Essential Question: How do expectations about gender and sexual orientation contribute to identity construction and societal experience?

In this unit, students will explore issues of inequality in the realm of gender and sexual orientation. Beginning with analysis of the US women's suffrage movement and the women's rights movement, students will be exposed to the various waves of feminism and how each wave has taken on the challenges of its time. Students will analyze how gender plays a role in identity formation, learning about inclusive terminology, civil rights issues in the LGBTQIA community, the Stonewall riots, gay rights movement, the backlash against women's rights in the 1980s, marriage equality, and other timely and relevant topics. Students will engage in a whole class reading of Adichie's *We Should All Be Feminists*. Other key texts include *Ain't I A Woman* by Sojourner Truth; *In A Man's World* by Lovina Sylvia Chidi; *Flawless* by Beyonce; *Shrinking Women* by Lily Myers; *From Mammy to Madea: An Examination of Historical and Contemporary Depictions of Black Women*.

Students will also self-select a title of interest for outside class reading from the following working list:

The Awakening by Kate Chopin

Invention of Wings by Sue Monk Kidd

The Miseducation of Cameron Post by Emily M. Danforth

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz

Simon vs. the HomoSapiens Agenda by Becky Albertali

Middlesex by Jeffery Eugenides

Bad Feminist by Roxanne Gay

Hunger by Roxanne Gay

The 57 Bus by Dashka Slater

All Boys Aren't Blue: A Memoir-Manifesto by George M. Johnson

The Handmaid's Tale by Margaret Atwood

Summary of Key Assignments and Activities:

At the conclusion of Unit 4, students will choose a reflective product to represent their take-away from the unit. This could be a biography; a self-portrait with an autobiography; a poem/song with a reflective essay; a research paper. Students will synthesize what they learned and transform that understanding into a work of art or writing. Student work will be assessed with a teacher-created rubric specific to the project choice; peer feedback and a student self-evaluation will also be included with the assessment of the unit project.

Students will be able to:

- Discuss difficult topics while adhering to community norms.
- Create open-ended questions about gender to ask their peers.
- Construct a working and inclusive definition of gender and how gender identity interacts with sexism.
- Construct working definitions of homophobia and heterosexism.
- Identify and discuss how gender role messages are communicated and reinforced.
- Identify social movements that address injustices caused because of gender differences.
- Identify social movements that address injustices caused because of sexual orientation differences.

Unit 5: Intersectional Social Justice – A Personal Cause

Essential Question: Informed by a new and inclusive language and perspective, what social justice issue impacts you or those in your community?

In this unit, students will synthesize what they have learned about the human condition and our continuous struggle to find voice, fairness, and representation in the world. Students will pull together sources from across the course and have access to articles from various resources available through the Livermore Public Library.

Summary of Key Assignments and Activities:

Students will create a 5-6 minute oral presentation that highlights a contemporary issue of marginalization that impacts either themselves or those they care about. To support their presentation, students will create a multimedia slideshow, incorporating elements of design used to engage and inform their audience. Students will be assessed using an oral presentation rubric that incorporates the 12th grade CA CCSS in speaking and delivering a multimedia presentation.

Students will be able to:

- Identify their own identities in relation to the issue they are presenting.
- Identify the intersectional identities of those impacted by the issue.
- Discuss the impact of marginalization.
- Present some possible solutions to the issue they are presenting, concluding with a sense of awareness about the conditions of the world and how they exist within those conditions.
- Deliver a multimedia presentation.

Unit 6: The Democratization of the Arts: Justice through Hip Hop and Spoken Word Poetry

In this unit, students will watch excerpts from a documentary (“SlamNation”) that chronicles the origin of the slam poetry movement in Chicago, Illinois. Students will learn about the development of the slam poetry movement, its organizing principles, and watch representative samples of work, analyzing the poems through close readings, identifying the speaker, the literary devices, the meanings present in the poem about the human condition, and the oral presentation of the poem, including inflection, pacing, rhythm, and intonation. Students will have access to a curated list of spoken word poetry, formed by the teacher. “Button Poetry” will be used as well as other publications to provide students access to poetry created by their peers. Guest speakers and spoken word poets will provide guest lectures about the process of creative writing, their experiences performing, and their experiences as poets.

Summary of Key Assignments and Activities:

Students will analyze music lyrics from some of today’s award-winning hip hop artists, using the same skills from poetry analysis to apply to the lyrics, identifying literary devices, their meanings, and their contribution to the meanings of the works as a whole. Students will read excerpts from *Take the Mic: The Art of Performance Poetry, Slam, and Spoken Word* by Marc Smith and *Punching the Air* by Ibi Zoboi and Yusef Salaam, and participate in short writing assignments and discussions about the texts. At the end of the unit, students will create and deliver a spoken word poem, 30 to 60 seconds in length. Students will workshop their poems in class, with the help of peers and a guest coach. Students will be expected to submit multiple drafts of their poems, showcasing their editing and thinking processes. Student performances will be assessed with a class-created rubric.

Students will be able to:

- Analyze poetry and music lyrics using knowledge and understanding of literary devices, and author’s perspective, tone, and meaning.
- Create an original piece of spoken word poetry.
- Integrate their knowledge of poetry construction, rhetorical and literary devices, knowledge and passion about a personal connection related to social justice.
- Deliver a piece of work with dynamic oral presentation skills.

Standards (CCSS / Literacy):

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

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.

CCSS.ELA-LITERACY.RL.11-12.2

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.

Craft and Structure:**CCSS.ELA-LITERACY.RL.11-12.4**

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.)

CCSS.ELA-LITERACY.RL.11-12.5

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.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:**CCSS.ELA-LITERACY.RL.11-12.7**

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.)

CCSS.ELA-LITERACY.RL.11-12.9

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.

Range of Reading and Level of Text Complexity:**CCSS.ELA-LITERACY.RL.11-12.10**

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.

Reading: Informational Texts**Key Ideas and Details:****CCSS.ELA-LITERACY.RI.11-12.1**

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.

CCSS.ELA-LITERACY.RI.11-12.2

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.

CCSS.ELA-LITERACY.RI.11-12.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4

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).

CCSS.ELA-LITERACY.RI.11-12.5

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.

CCSS.ELA-LITERACY.RI.11-12.6

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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10

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.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1

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.11-12.1.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), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.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.

CCSS.ELA-LITERACY.W.11-12.1.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.

CCSS.ELA-LITERACY.W.11-12.1.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.11-12.1.E

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

CCSS.ELA-LITERACY.W.11-12.2

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.11-12.2.A

Introduce a topic; 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.

CCSS.ELA-LITERACY.W.11-12.2.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.

CCSS.ELA-LITERACY.W.11-12.2.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.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.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.11-12.2.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.11-12.3

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.11-12.3.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.

CCSS.ELA-LITERACY.W.11-12.3.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.11-12.3.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).

CCSS.ELA-LITERACY.W.11-12.3.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.W.11-12.3.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:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5

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.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

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.11-12.8

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 standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

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

CCSS.ELA-LITERACY.W.11-12.9.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").

CCSS.ELA-LITERACY.W.11-12.9.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 opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing:**CCSS.ELA-LITERACY.W.11-12.10**

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.

Speaking & Listening**Comprehension and Collaboration:****CCSS.ELA-LITERACY.SL.11-12.1**

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.

CCSS.ELA-LITERACY.SL.11-12.1.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.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.2

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.

CCSS.ELA-LITERACY.SL.11-12.3

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.

Presentation of Knowledge and Ideas:**CCSS.ELA-LITERACY.SL.11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.

CCSS.ELA-LITERACY.SL.11-12.5

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.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.L.11-12.3

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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

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.

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.

History/Social Studies**Key Ideas and Details**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Instructional Methods and/or Strategies

Like English 11 and 12, Social Justice in Literature is a year-long course designed to prepare students for the rigor and depth of college-level reading and writing requirements. The course requires a synthesis of the skills taught through the first two years of the high school English program, emphasizing increasingly sophisticated skills in analysis, discussion, and writing. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. Students write for a variety of purposes in preparation for college, including essays, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process draft writing, grammar review and vocabulary development. The course provides extensive, challenging, and engaging reading of many literary genres, including non-fiction, poetry, fiction, and drama, ranging from classic to contemporary literature. Classroom discussion will tackle challenging and engaging themes, philosophical views, and contemporary issues.

Assessment Methods and/or Tools

Student achievement in this course will be measured using both formative and summative assessments including but not limited to:

- *Interactive notebooks, giving students an opportunity to make personal connections and draw inferences from texts and engage in a meaningful dialogue with the teacher
- *On demand / timed writing of narrative, expository, and argumentative essays
- *Process based writing including: literary analysis; rhetorical analysis; synthesis across multiple works and genres; compare / contrast writing; narrative writing; research-based writing; extensive work with MLA format
- *Discussion groups, Fishbowls, Jigsaw readings, Socratic Seminars
- *Oral / multimedia presentations
- *Journal writing and “quick writes”

Honors Courses

n/a