

Tab 1

ETHNIC STUDIES

COURSE OVERVIEW

English 1-2: Identity and Relationships

Course Overview

This ninth-grade Guaranteed Viable Curriculum English course, based on the theme of Identity and Relationships, allows students to explore their own identity, as well as the different identities of those around them in their diverse communities. They do this while working towards mastery of the CA Common Core Standards in English Language Arts. The course is reading and writing intensive, and provides ongoing practice in speaking and listening, with every unit culminating with an opportunity for students to reflect on and then share their learning. The course also incorporates Social Justice standards and is designed to meet the needs of ALL students_so that they get WHAT they need, WHEN they need it, in the WAY that they need it. The goal is to produce students who are critical thinkers; knowledgeable, articulate writers and speakers; and informed consumers of information.

Course Information (1371,1372)

Grade Level	9th
Subject Area	English (B)/English
Length of Course	Full Year
UC honors designation?	No

SDUSD Schools Offering English 1-2: Identity & Relationships

Canyon Hills High School	Kearny College Connections
Mt. Everest Academy	Mission Bay High School
East Village Middle College High School	Kearny Digital Media and Design
Logan Memorial Education Campus	Scripps Ranch High School
Garfield High School	Kearny School of Biomedical Science and Technology
La Jolla High	University City High School
Lincoln High School	Patrick Henry High School
Mark Twain High School	San Diego High School

Clairemont High School	Point Loma High School
Madison High School	Morse High
Herbert Hoover High School	Crawford High School
Mira Mesa High School	.

Course Units

Unit 1-What Makes You Who You Are?

In Unit 1, students explore the different rhetorical modes through mentor texts and then write their own texts including narrative, compare/contrast, process analysis, definition, classification/division, and cause/effect. Students will explore text structures through the lens of identity and Chimamanda Ngochi Adichie's TEDTalk, "The Danger of a Single Story." Their texts will explore their balanced identity. The unit culminates with an exhibition of learning and celebration of the varied and diverse stories of the students.

Unit Assignments: Rhetorical Modes Project

- Students will read mentor texts in different rhetorical modes, then will write 3-4 of their own with the goal of showcasing their "balanced identity."
- All students will write a 2-3 page narrative. Students will have the choice of which mode to produce for 2-3 additional pieces. Possible modes include: cause/effect, definition, compare/contrast, process analysis, division and classification.
- Students will learn the various text structures and how to organize their ideas appropriately, how to plan, revise and edit a text, the purpose of different text structures, as well as peer revision.

Unit 2: How have others shaped your identity?

In Unit 2, students analyze the author's style and learn to write analytical paragraphs. They will explore various texts including a novel and shorter texts. Students will also engage in Reciprocal Teaching and Socratic Seminar as they hone their text analysis skills. The unit will conclude with an exhibition featuring connections students have made between the class novel and their own lives based on the essential question, "How have others shaped your identity?"

Unit Assignments: Analytical Writing

- Students will analyze a specific technique the author uses to convey a message. They will analyze a passage and then write an analytical paragraph or essay.
- Students will produce their analytical pieces of writing throughout the unit, culminating in the final assessment.
- Students will learn how to critically analyze text looking at the choices authors make, including literary strategies and theme. Students will hone their annotation skills and will learn how to plan, write, and revise an effective piece of analytical writing.

Unit 3: What is the impact of media's representation of identity?

In Unit 3, students examine how identity is represented in the media. After first learning about how the groups are represented in television and in advertisements, small groups of students will explore the representation of a specific identity group and present their findings to the class. In the final part of the unit, students will individually choose a company to make a targeted argument about how they are representing a particular identity group.

Unit Assignments: Argumentative Letter/Speech

- a. Students will research a company or organization that is portraying harmful, inaccurate, or incomplete definitions of a specific identity.
- b. Students will add to an argument chart after reading various texts, identifying and analyzing elements of an argument.
- c. Students will learn argumentative skills, rhetorical appeals, collaboration skills, research skills.

Unit 4: What is the problem with othering?

In Unit 4, students examine the concept of otherness through reading and viewing various print and non-print texts. They will continue to analyze author's style, as well as elements of narrative, in preparation for writing a literary analysis essay. They will meet in self-selected book clubs throughout the unit as they discuss characters, author's style, and conflict. For their exhibition, students will create a zine that conveys a message about othering.

Unit Assignments: Essay

- a. Students will write an essay explaining how an author uses literary strategies to convey a theme about otherness.
- b. Students will produce book club discussion logs, poetry analysis, strategy analysis chart, and zine on othering.
- c. Students will learn how to lead peers in a discussion about text through Reciprocal Teaching, write about a novel's theme supporting with evidence, and synthesize ideas from multiple sources.

Unit 5: Friends, Followers, FOMO: What is the impact of social media?

In Unit 5, students will explore social media through the essential question. They will learn to read against the grain as they evaluate argument in text. Students will expand their understanding of evidence and how to evaluate its credibility, accuracy, reliability, logic, and sufficiency. Finally, they will share their own argument about social media through a podcast.

Unit Assignments: Argument Analysis

- a. Students will evaluate the effectiveness of the author's argument about social media.
- b. Students will produce an evidence chart, annotated texts, and a podcast that explains the impact of social media.
- c. Students will learn how to unpack complex sentences, read against the grain, evaluate evidence, and articulate their thoughts through structured talk protocols (Critical Friends, Save the Last Word for Me, Socratic Seminar) and by creating a podcast.

Texts

Text	Author, Publication Date
McDougal Littell Literature for CA, Grade 9	McDougal Littell, 2009
The House on Mango Street	Sherman Alexie, 2009
The Hate U Give	Angie Thomas, 2017
What if We Othered Your Child and You?	Nina Miriam, 2018
Covering: The Hidden Assault on Our Civil Rights	Kenji Yoshino, 2007
Stamped	Jason Reynolds & Ibram X. Kendi, 2020

Multimedia

Text	Author, Publication Date
The Danger of a Single Story	https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
The Story of Marvel's First Queer Latina Superhero	https://www.ted.com/talks/gabby_rivera_the_story_of_marvel_s_first_queer_latina_superhero
Critical Media Project	https://criticalmediaproject.org/
Learning How To Code Switch: Humbling, but Necessary	https://www.commonlit.org/en/texts/learning-how-to-code-switch-humbling-but-necessary?search_id=19933909
Hello, My Name Is...	https://www.commonlit.org/en/texts/hello-my-name-is-____?search_id=19935189
How it Feels to Be Colored Me	Zora Neale Hurston, 1928
Where We Are on TV Report	https://www.glaad.org/sites/default/files/GLAAD%20WHERE%20WE%20ARE%20ON%20TV%202019%202020.pdf
Decades of Failure	https://www.cjr.org/special_report/race-ethnicity-newsrooms-data.php
Conformity	https://www.commonlit.org/en/texts/conformity?search_id=21226469
The Madness of Humanity Part 3: Tribalism	https://www.commonlit.org/en/texts/the-madness-of-humanity-part-3-tribalism?search_id=21246898

The Problem of Othering	https://www.otheringandbelonging.org/wp-content/uploads/2016/07/OtheringAndBelonging_Issue1.pdf
Social Media, Social Life	https://www.common sense media.org/sites/default/files/uploads/research/2018_cs_socialmediasociallife_fullreportfinal-release_2_lowres.pdf
The Power of Like	https://www.commonlit.org/en/texts/the-power-of-like
On Twitter, Fake News Has Greater Allure than Truth Does	https://www.commonlit.org/en/texts/on-twitter-fake-news-has-greater-allure-than-truth-does
Presentation of Self in Social Media	http://wwbp.org/blog/presentation-of-self-in-social-media/
Camps teach Students How to Fight Racial Bias in Artificial intelligence	https://www.adl.org/media/12909/download