



Legacy High School
 2701 West 136th Ave • Broomfield, CO 80023
 Office: (720) 972-6700 • Fax: (720) 972-6899
<http://www.legacy.adams12.org>



School Year	2024-2025	Teacher Name	Ms. Bridget Holmgren
Office	A208	Website	Google Classroom
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Email	bridget.holmgren@adams12.org	Off Hours	Periods 3 and 6

Course Name	Multicultural Literature		
Course Description	<p>In Multicultural Literature, students will engage in the study of modern literature from authors around the world to determine how culture, identity, language, setting, and time period shape each author's experience. Students will participate in independent inquiry in which they reflect upon how their own culture, identity, language, setting, and time period shape their experience. Students will read and discuss literature and nonfiction from a variety of media types and literary genres, including graphic novels, clips from movies and TV shows, podcasts, short stories, essays, poetry, novels, and memoirs.</p> <p>Students will demonstrate comprehension of the literature and topics in this course in various ways including creative projects, reading, oral discussions, and writing. Students will produce a variety of written pieces that reflect on their reading and that reflect their imagination, including creative writing, literary analysis, and informal reflections.</p> <p><i>One important aspect of studying Multicultural Literature is remembering to respect other cultures and experiences. Our readings will cover issues such as racism, ableism, sexism, homophobia, transphobia, mental health, war, suicide, sexual assault, and bullying. It is vital to keep an open mind. We will read and interact with empathy. Intolerance will not be tolerated.</i></p> <p>This course is aligned with the Colorado State Standards and the Adams 12 Five Star Schools guaranteed and viable curriculum units of study. Such standards include, but are not limited to:</p> <ul style="list-style-type: none"> • CCSS.ELA.9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA.9-10.RL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • CCSS.ELA.9-10.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • CCSS.ELA.9-10.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • CCSS.ELA.9-10.RL.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • CCSS.ELA.9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • CCSS.ELA.9-10.W.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.9-10.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • CCSS.ELA.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 		
Unit of Study	Approximate Timeline of Unit	Primary Text(s)	Text(s) support students with the following assessments:
Unit 1: Who Tells Our stories?	Weeks 1-2	<p>We will read short excerpts (2-5 pages) from the following longer texts:</p> <ul style="list-style-type: none"> • "How to Write About Africa" by Binyavanga Wainaina • <i>Things Fall Apart</i> by Chinua Achebe • <i>Americanah</i> by Chimamanda Ngozi Adichie • <i>Heart of Darkness</i> by Joseph Conrad* <p><i>* We will briefly examine how Conrad, a white colonizer, writes about Nigerians as a contrast to the development of Nigerian literature by Achebe and Adichie.</i></p>	<ul style="list-style-type: none"> • Formative Frame Project • Formative Written Reflection



Unit of Study	Approximate Timeline of Unit	Primary Text(s)	Text(s) support students with the following assessments:
Unit 2: How Food Impacts Identity and Belonging	Weeks 2-3	We will read poetry, essays, and short excerpts (5-15 pages) from the following longer texts: <ul style="list-style-type: none"> <i>Crying in H-Mart</i> by Michelle Zauner 	<ul style="list-style-type: none"> Formative and Summative Discussions Summative Written Reflections Summative Person/Place/Artifact Writing
Unit 3: How Language Impacts Identity and Belonging	Weeks 4-5	We will read poetry, essays, and short excerpts (5-15 pages) from the following longer texts: <ul style="list-style-type: none"> <i>I Was Their American Dream</i> by Malaka Gharib <i>True Biz</i> by Sara Novic <i>Borderlands</i> by Gloria Anzaldua 	
Unit 4: Space, Setting, and Home	Weeks 6-7	We will read poetry, essays, and short excerpts (5-15 pages) from the following longer texts: <ul style="list-style-type: none"> <i>Solito</i> by Javier Zamora <i>As Long as the Lemon Trees Grow</i> by Zoufa Katouh 	
Unit 5: Imagination and Dreams (Magical Realism, Afrofuturism, and Indigenous Futurism)	Weeks 8-13	We will read poetry, essays, and short excerpts (5-15 pages) from the following longer texts. Students will also self-select excerpts from a list of choice reading options. <ul style="list-style-type: none"> <i>The Underground Railroad</i> by Colson Whitehead <i>Man Made Monsters</i> by Andrea L. Rogers <i>Shubeik Lubeik</i> by Deena Mohamed 	<ul style="list-style-type: none"> Formative Text Exploration Formative Discussions Summative Written Reflections
Unit 6: Conflict and Resolution in Multicultural Literature	Weeks 14-19	Students will select a choice novel to read during this unit. As a class, we will read Book 1 of Marjane Satrapi's graphic novel <i>Persepolis</i>.	<ul style="list-style-type: none"> Formative Discussions Formative Reading Checks Summative Choice Novel Passport Summative Conflict Essay Summative Research Presentation
<p>Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.</p>			

For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives:

(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)

- Amazon book reviews: www.amazon.com
- Goodreads: www.goodreads.com
- Common Sense Media: www.common Sense media.org
- Kirkus Reviews: <https://www.kirkusreviews.com>

***Persepolis* (Marjane Satrapi)**

Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah's regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran's last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.

Content Warnings: Sexuality, Violence



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Grading Scale	
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	59 or below

***Weekly progress grades are posted at**
<https://ic.adams12.org/campus/portal/adams12.isp>

Grade Breakdown	Grade Percentage
Summative	75%
Formative	25%

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 75%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 25%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Student Expectations

Late Work Policy	<p>All formative late work will be accepted until the end of the relevant unit with no penalty. Teachers will give at least one week advance notice of this deadline.</p> <p>Teachers will provide students with multiple opportunities to complete all late summative work with no penalty. Students will have opportunities to complete late summative work until the end of the semester.</p>
Assessment Make Up Policy	<p>Teachers will provide students with multiple opportunities to make up missed summative assessments due to absences.</p>
Retake and Remediation Policy	<p>Students will have a minimum of one retake/remediation attempt per summative assessment. Students must communicate with their teacher on the time and place of retake/remediations.</p> <p>Teachers will enter a grade that reflects the highest score the student achieved--whether that is the original assessment score or the retake/remediation score.</p>
Tardy Policy	<p>Students are expected to be on time to every class, every day. Beginning each semester, if tardy:</p> <ul style="list-style-type: none"> • 1st-3rd: Verbal warning by teacher and parent contact on 3rd. • 5th: Teacher will speak with parent/guardian. • 7th: 30 minute after school detention served with the teacher in the classroom. Teacher will speak to the parent/guardian again. <p>After the 8th tardy, teacher discretion may be used for consequences. Once a student has served three 30- minute detentions with the teacher, a student may be referred to the Deans' Office for defiance of authority.</p>



Student Integrity Oath	I agree to conduct myself with integrity in all regards. I commit to presenting my own work, writing, words, and ideas at all times, unless otherwise attributed. In addition, I will not copy, use communication devices during tests, post assessments for public access, falsely identify myself, or use inappropriate materials such as artificial intelligence. Engaging in any of these activities represents a breach of this oath and subjects me to the disciplinary code of Legacy High School and the Adams 12 Five Star School District. It is my honest intention to uphold this oath.
Phone Policy	<p>The policy below is in accordance with district policy 5030: Student Use of Cell Phones and Other Personal Electronic Devices.</p> <p>In the classroom, cell phones and earbuds must be in the “off” or “silent” position and stored out of sight in the student’s assigned phone pocket except as permitted by the instructor.</p> <p>Typical progression of interventions for violations of this policy, except as otherwise noted in District Policy shall be addressed as follows:</p> <ul style="list-style-type: none">• 1st offense: The device shall be confiscated, secured, and/or transferred to the appropriate school administrator. Parent/guardian shall be notified by the teacher. The device may be released to the student upon review of this policy with the student.• 2nd offense: The device shall be confiscated, secured and transferred to the appropriate school administrator. The parent shall be notified and the device may be released only to the parent/guardian, upon review of this policy with the parent/guardian.• 3rd offense: Third offense shall be considered disruptive behavior and defiance of authority, and may result in a minimum of one day of suspension to be served in or out of school at the discretion of school administration. Subsequent violations may result in increasing suspensions of up to three (3) days. The device shall be confiscated, secured and transferred to the appropriate school administrator. The parent shall be notified and the device may be released only to the parent/guardian, upon review of this policy with the parent/guardian. At the discretion of school administration, this may also result in the student losing the privilege of bringing the phone to school.
Plagiarism/Cheating Policy	<p>Plagiarism/Cheating Policy: Plagiarism means to present, as one’s own, the work, writing, words, ideas, or computer information of someone else, including an entity such as an Artificial Intelligence tool. (Sources could be published or unpublished.) Cheating is supplying, receiving or using devices. (Examples: looking at or using someone else’s work, using crib notes/stolen notes, or using disallowed equipment, etc.) Consequences for plagiarism and cheating (cover all classes and discipline carries over year-to-year).</p> <p>Matrix for Plagiarism (including use of AI tools when an assignment does not clearly and explicitly give you permission to use AI):</p> <ul style="list-style-type: none">• 1st – 0 on the assignment, teacher calls home and referral• 2nd – 0 on the assignment, 1 day suspension, parent/teacher conference, referral• 3rd – 0 on the assignment, 2 days suspension, referral• 4th – 0 on the assignment, referral to District Discipline Hearing <p>Artificial Intelligence/ChatGPT Policy:</p> <ul style="list-style-type: none">• <u>When AI/ChatGPT is okay to use:</u><ul style="list-style-type: none">○ We will occasionally explore how AI can help us as writers. If the assignment sheet provided by the teacher clearly says you have permission to use AI, you may use AI for the tasks listed on the assignment sheet (for example, to revise a piece of writing you drafted on your own). You may not use AI for any tasks not listed on the assignment sheet. On these types of assignments, you will receive and fill out a cover sheet that asks you to copy/paste the prompt you entered into the AI, what the AI created/generated for you (the AI output), and how you revised the AI’s output.



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- **When AI/ChatGPT is NOT okay to use:**
 - **Unless an assignment sheet provided by the teacher clearly says you have permission to use AI, use of AI tools for any reason will be considered plagiarism.** Writers must learn how to write effectively without the aid of AI tools--and AI is extremely energy-intensive. As a result, nearly all of our writing in this course will focus on generating ideas, writing, and revising. AI plagiarism includes using AI to generate ideas, to write sentences or entire essays, and to revise student writing. AI plagiarism also includes generating ideas or writing using AI, then manipulating the output in order to avoid detection (including paraphrasing the output in your own words or running the output through paraphrasing tools or other technological tools such as Grammarly).
- Whether or not you used AI, all assignments **must be submitted to both turnitin.com and Google Classroom**. If an instructor requests that you share your Google Doc with them, you must allow the instructor to see the document's edit history.