

SECONDARY COURSE PROPOSAL COVER SHEET

Only typed forms will be accepted

SCHOOL: Pioneer High School DEPARTMENT: English

SCHOOL(S) WHERE COURSE WILL BE OFFERED: DMS LMS PHS WHS CCHS

COURSE TITLE: Multicultural Literature for Seniors

- New Course
 Revision or reinstatement of existing course. Existing course # _____
 Change of **Title Only** (Do not complete course description.)
List former title **and** course # _____
 Replaces course(s) entitled (include course #): _____

Length of course

- Year Fall Term Only
 Term Spring Term Only

Credits per course 10 Academic Course: Academic Non-Academic Honors

Grade range 12 to 12 (i.e., 10th to 11th) College Prep? Yes No

Pre-requisite: Yes No Pre-requisite course title **and** course #: C or better in Junior Lit and Comp. Sb130y

Can course be repeated? Yes No If yes, how many times? _____ For credit? Yes No

Individual submitting course description: Adrienne Scott & Monica Craggs Position: English tea./Craggs is dept. chair

Primary Subject Area Credit:
(Must check one)

Secondary Subject Area Credit:
(If any)

- | | | |
|---------------------------------------|-------------------------------------|--------------------------|
| English | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Math | <input type="checkbox"/> | <input type="checkbox"/> |
| Life Science | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Science | <input type="checkbox"/> | <input type="checkbox"/> |
| World History/Geography | <input type="checkbox"/> | <input type="checkbox"/> |
| US History | <input type="checkbox"/> | <input type="checkbox"/> |
| American Government | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics | <input type="checkbox"/> | <input type="checkbox"/> |
| Health | <input type="checkbox"/> | <input type="checkbox"/> |
| Fine Arts/World Language/CTE Capstone | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Education | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology | <input type="checkbox"/> | <input type="checkbox"/> |
| Algebra I | <input type="checkbox"/> | <input type="checkbox"/> |
| Electives | <input type="checkbox"/> | <input type="checkbox"/> |

Meets UC/CSU Requirements for:

- A – History/Social Science
 B – English
 C – Mathematics
 D – Lab Science
 E – World Language
 F – Visual/Performing Arts
 G – Electives

CBEDS Number:

For Career and Technical Education courses:
Attach Pathway Sequence

- Introductory
 Concentrator
 Completer

CCAT Approval Date _____

For CARE Use Only:

Course Code _____

Board Approved _____

Entered into AERIES _____

I. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

The importance of multicultural literature is well supported by research and prominently noted in the California Common Core Standards (page 46): “To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing.” *All students* benefit from exposure to different viewpoints. DeLeon states that: “Multicultural literature impacts students more than just allowing them to see the equalization of the races; it also helps students of diverse backgrounds shape cultural identity” (DeLeon). Further, California Common Core Standards Introduction page 6 states: [When reading multicultural literature students] “... come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.” In short, a multiculturally based English course will benefit all of our students, preparing them for both further study and the 21st century workplace.

Cited:

DeLeon, L. “Multicultural Literature: Reading to Develop Self Worth.” *Multicultural Education*. 10(2), 49-51. 2002.

II. Write a narrative description of the course for the Course Catalog (5-8 sentences).

The United States is a blend of a variety of cultures and races. This college-preparatory course for seniors explores the immigrant experience through a variety of lenses, both fiction and nonfiction. Students will read and discuss and write about texts from writers who represent our country’s diversity.

III. Academic content standard(s): indicate grade level academic content along with key assignments.

Content Standards	Key Assignments
1. Language arts 6-12 Anchor standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	1. Write an essay in which the immigrant perspective of two or more literary works is compared/contrasted.
2. RL10: 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.	2. Read, discuss, and write about a variety of texts from different cultures that explore the American immigrant experience, such as: <i>Homegoing</i> , by Yaa Gyasi, a novel tracing 300 years of African/American family history from Ghana to the U.S.; <i>How the Garcia Girls Lost Their Accents</i> , by Julia Alvarez, a novel focusing on the four Garcia sisters who are uprooted from their home in the Dominican Republic and moved to New York City in 1960; <i>The Namesake</i> , by Jhumpha Lahiri, a novel focusing on two Indian brothers adapting to life in America; shorter selections from a multicultural reader
3. RI7: . 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. W1: Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. Using valid reasoning and relevant and sufficient evidence.	3. Read and synthesize a variety of nonfiction texts, TED Talks (such as Adichie “The Danger of a Single Story”), and other media to produce a research essay on a topic of their choice relating to multiculturalism and/or immigration.
4. W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4. Write a biographical narrative based on interviews and or research of a recent immigrant’s life.

IV. Method(s) of evaluating student achievement on the essential assignments.

(Tests, work projects and products, and performances)

Students will be evaluated primarily through discussion, essays, and exams.

V. Probable costs involved and identified funding sources:

(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
1 credentialed English teacher	1 FTE	NA/funded from section allocation
6 novels x 35 @ \$15 each	\$3150	District funded—offset by fewer ERWC prints
35 multicultural readers @ \$35 each	\$1225	District funded--offset by fewer ERWC prints

Additional information to support probable cost: _____

VI. How does it change the current “balance” or proportion of curriculum offerings?

This course is intended to satisfy the requirement for Senior English as an alternative to ERWC and AP English Literature. A course of this nature is needed to expose students to a wider variety of literature and nonfiction than that which is offered in the current strand of English 9-12, and to better reflect the diversity of our own students' backgrounds. There is no effect on the Master Schedule as this comes from the English course allocation.

VII. What type of teaching credential is needed?