

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study**

**Global Voices 2:  
Contemporary Strand**

**I. INTRODUCTION**

- A. This is the second course in the Global Voices sequence. This course is for sophomore, junior, and senior English students who are interested in heightening their global awareness through literature. Students will explore novels, memoirs, essays, journals, poetry, short stories, and film about young people's experiences and struggles in the United States as well as regions throughout the world. Students will look at literature in a global context, examining different ways of cultural expression and global interaction, and bring attention to those voices that are not being heard. It is essential that when the course is reviewed under the curriculum cycle every 5 years, the materials are carefully reviewed and updated to maintain a connection with the current world. In addition, students will focus on the rhetorical situations and strategies utilized in the texts with a specific focus on audience and purpose. Students will write extensively with an emphasis on effective and persuasive writing and speaking skills. Global Voices 2 expands and builds upon the standards and curriculum introduced in Global Voices 1
- B. Global Voices addresses the following Tam 21<sup>st</sup> Century goals:
- acquire, manage and use knowledge and skills
  - think critically and creatively
  - practice self-directed learning, decision making and problem solving
  - pursue individual goals and aspirations
  - develop skills needed for effective teamwork
  - develop and demonstrate high standards of personal behavior and integrity
  - develop strategies to successfully respond to change
  - develop respect and understanding for the diversity of our community
  - understand individual and cultural differences
  - take responsibility for self and community
  - participate in the democratic process
  - prepare for participation in a rapidly changing global community
  - gain skills for success in the work place, and
  - understand the relevance of the high school experience to his/her life

C. This course addresses the following Student Learning Outcomes:

- #1 Communicate articulately, effectively, and persuasively when speaking and writing
- #2 Read and analyze material in a variety of disciplines
- #3 Use technology as a tool to access information, analyze and solve problems, and communicate ideas
- #4 Demonstrate knowledge of the rights and responsibilities of the individual in a democratic society
- #7 Demonstrate knowledge of the global environment and its resources
- #10 Analyze and propose solutions to contemporary issues using a variety of perspectives
- #12 Demonstrate school-to-work/post-secondary transition skills and knowledge

## II. STUDENT LEARNING OUTCOMES

A. Reading

1. Students will analyze the organizational patterns, arguments, and positions advanced in a variety of texts that represent a variety of perspectives. The core of the curriculum will consist of novels but will be supplemented with essays, periodicals, online resources, poetry, and film (2.0)
2. Students will analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices (1.0, 2.1, 2.2)
3. Students will make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations and analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject (2.3, 2.4, 2.5).
4. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) (2.6).
5. Students will read and respond to culturally significant works of literature that reflect and enhance their studies of history and social science (3.0, 3.1)
6. Students will analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim (3.2, 3.3, 3.4).

7. Students will analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (3.8, 3.9).

B. Writing

1. Students will write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.
2. Students will demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments (1.1).
3. Students will use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes (1.2).
4. Students will structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples (1.3).
5. Students will enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action (1.4).
6. Students will use language in natural, fresh, and vivid ways to establish a specific tone (1.5).
7. Students will develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) (1.6).
8. Students will use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies) (1.7).
9. Students will integrate databases, graphics, and spreadsheets into word-processed documents (1.8).
10. Students will revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre (1.9).
11. Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies (2.1)
12. Students will write responses to literature that:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text (2.2).
13. Students will write reflective compositions:
- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas (2.3).
14. Students will write historical investigation reports:
- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
  - e. Include a formal bibliography (2.4).
15. Students will deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers,

magazines, CD-ROMs, the Internet, electronic media-generated images).

- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly (2.6).

### C. Listening and Speaking Strategies

1. Students will demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage (1.1)
2. Students will analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, national, and global levels (1.2).
3. Students will interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers) (1.3).
4. Students will use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect (1.4).
5. Students will distinguish between and use various forms of contemporary logical arguments and use logical, ethical, and emotional appeals that enhance a specific tone and purpose (1.5, 1.6).
6. Students will use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging (1.7).
7. Students will use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity (1.8)
8. Students will evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions (1.9, 1.10).
9. Students will critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience (1.11)

10. Students will identify logical fallacies used in oral addresses and analyze persuasive speeches. Students will analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (1.12, 1.13, 1.14).
11. Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and organizational and delivery strategies (1.15)
12. Students will deliver reflective presentations:
  - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
  - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas (2.1).
13. Students will deliver oral reports on historical and cultural investigations:
  - a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information on all relevant perspectives and consider the validity and reliability of sources (2.2).
14. Students will deliver oral responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
  - b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).

- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text (2.3).
15. Students will deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly (2.4).

### **III. ASSESSMENT**

#### **A. Student Assessment**

Students will be assessed through a variety of indicators including reading journals, oral presentations, Socratic seminars, research, active participation, formal papers, and group work.

#### **B. Course Assessment**

The course will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis. In addition, the course will be assessed through review and evaluation of student performance data on the English Language Arts California Standards Tests.

#### IV. METHODS AND MATERIALS

##### A. Methods

Students will complete a variety of interrelated writing assignments including an ongoing journal as well as detailed and extensive process pieces.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation. See the introduction to the Upper Division program in the English curriculum binder for specifics on the writing modes.

##### B. Materials

Materials should be revised periodically to reflect the issues of today's world.

Amichai, Yehuda	<i>Poems of Jerusalem</i>
Eggers, Dave	<i>What is the What</i>
Iweala, Uzoldima	<i>Beasts of No Nation</i>
Hochschild, Adam	<i>King Leopold's Ghost</i> (excerpts)
Karmi, Khada	<i>In Search of Fatima: A Palestinian Story</i>
Kolowitz, Alex	<i>There Are No Children Here: The Story of Two Boys Growing Up in the Other America</i>
Kyi, Aung San Siu	<i>Letters from Burma</i>
Mason, Alane	<i>Literature from the Axis of Evil: Writings from Iran, Iraq, North Korea and Other Enemy Nations</i>
McCormick, Patricia	<i>Sold</i>
Nozario, Sonia	<i>Enrique's Journey</i>

#### V. GENERAL INFORMATION

##### A. Prerequisites

This is an upper division course that is open to sophomores, juniors and seniors. Global Voices 1 is a prerequisite.

##### B. Requirements Met

This course is a Contemporary Strand course.

This course satisfies the U.C. entrance requirement for an upper division English class (pending approval).

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