



Bedford Central School District
English Elective- Race and Gender

The Assistant Superintendent of Curriculum and Instruction, along with principals and other curriculum-focused personnel, will be responsible to the Superintendent for developing and implementing District-wide curriculum and instruction plans. The District shall maintain an up-to-date 5-year Curriculum Renewal Cycle.

Curriculum documents for each course and/or grade shall be prepared for parental and community access on the District website. Such documents shall be created and published on the website as curricula are revised according to the Curriculum Renewal Cycle. The following format shall be utilized for each curriculum document.

BCSD Core Values, Mission and Vision

Core Values

As educators in the Bedford Central School District, we believe:

An excellent education...

- ✓ Should be well rounded, rigorous, challenging, and provide students with the foundational and critical thinking skills required for continued learning.
- ✓ Should connect students with teachers who are supportive, foster curiosity, and are inspirational to all students.
- ✓ Should foster self-confidence, self-awareness, and general social and emotional growth and well-being.
- ✓ Should prepare students for their future as respectful and productive citizens and members of our society.
- ✓ Should foster the love of learning.

Students learn best when...

- ✓ They feel personally actively engaged and challenged.
- ✓ They have positive and productive relationships with their teachers grounded in mutual respect.
- ✓ They have a safe, comfortable, supportive environment where they are respected as individuals, and feel membership in a diverse community of learners.
- ✓ They have and can access a wide network of varied support systems, and systems exist to identify and address student needs.
- ✓ They are encouraged to be creative and curious learners.

The role of teachers and parents/guardians in the educational process is...

- ✓ To encourage, motivate, and support students.
- ✓ To foster growth, independence, and self-advocacy for students.
- ✓ To collaborate with and advocate for students.



- ✓ To be in a productive two-way relationships, and to foster and model for students mutual respect.
- ✓ To be informed about and engaged in the educational system and process.

The role of technology in education is...

- ✓ As a tool to foster digital citizenship through responsible, respectful, effective, and appropriate use.
- ✓ To facilitate communication, collaboration, critical thinking, and deep learning.
- ✓ To create endless opportunities for deep exploration, analysis, and synthesis of information.
- ✓ Not to replace learning, but rather to be an essential tool to aid in the education process by allowing students to access higher levels of thought about the content and processes of the curriculum.

The role of fiscal and operational practices is...

- ✓ To place students first in all decisions, actions, and procedures.
- ✓ To be responsible for meeting present needs, as well as planning for the future.
- ✓ To respect all school-community stakeholders.
- ✓ To be transparent, clear, balanced, prudent, and as simple as possible.

Mission Statement

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Vision

Inspiring and Challenging Our Students

Philosophical Underpinnings of the pedagogical approach to instruction in the content area based in research, evidence, and literature in the field.

The overall mission of the English Department is to promote literacy--specifically the ability to read, write, and think critically. We believe that all of our students can succeed and encourage our students to persevere through problems and challenges. We bring our passion and enthusiasm every day into the classroom and strive to inspire and challenge our students to appreciate the subject and become lifelong learners.

Educational Goals and Objectives of the course content aligned with State Standards, i.e. that is what students shall know and be able to do as a result of the course.

The Race and Gender elective follows the [New York State Common Core standards](#).





Scope and Sequence of teaching and learning for the course, e.g. a syllabus.

Race and Gender is a one-semester discussion-based course that examines issues linked to race, gender, and class through fiction and non-fiction texts as well as film. Students will study and discuss these topics in terms of history, current events, and societal perceptions.

I. Research Skills

- a. Parenthetical and block citations
- b. Using quotations
- c. Plagiarism
- d. MLA Citation
- e. Evaluating credible sources

II. Writing Skills

- a. Thesis statements
- b. Introductions and conclusions
- c. Logical organization
- d. Selecting appropriate and relevant supporting details
- e. Sophisticated transition techniques
- f. Establishing a claim from counter claims

III. Reading Skills

- a. Literary elements and devices
- b. Identifying a central idea/theme in the text
- c. Identifying evidence for argument and counter argument
- d. Types of conflict
- e. Figurative language
- f. Vocabulary in context

IV. Speaking & Listening Skills

- a. Class discussion
- b. Oral presentation (individual and group)
- c. Audience Awareness
- d. Rhetorical devices





Other resources may be utilized for lessons to meet curriculum objectives as deemed appropriate by the teacher.

Approach to Differentiation of Instruction: If applicable, strategies, techniques, and/or resources to differentiate instruction.

Public Speaking and Speech Writing meets the needs of all learners by various methods of support, presentation, instruction and assessment. This includes, but is not limited to:

- Student choice through independent texts
- Audio and video
- Scaffold notes
- Student models
- Outlines
- Abridged text, when possible
- Use of Writing Center

Assessment: Methods of summative and formative assessments.

Race and Gender uses various forms of assessments, which may include but are not limited to: exit tickets, reading quizzes, tests, writing, presentations, homework, rubrics, anecdotal notes, and class discussions.

Resources: Textbooks, electronic resources, and other resources to be used to teach the course.

Race and Gender uses a variety of resources, which may include but are not limited to novels, short stories, poems, non-fiction texts, audiobooks, and films.





The Awakening
Passing
“Who’s Irish?”
Lean on Me
Gran Torino
12 Years a Slave
Raise the Red Lantern
Various choice texts

Other resources may be utilized for lessons to meet curriculum objectives as deemed appropriate by the teacher.

Course/Subject Evaluation: A plan for periodic evaluation of each course/grade level content area.

The final assessment in Race and Gender is a research project.



