

**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**Common Core Curriculum Framework**

The Common Core Curriculum Framework was designed in the TUSD Office of High School Leadership in the 2011-2012 school year.

Notes regarding use of this framework:

1. This structure will:
  - Provide in-common definitions of anchor standards
  - Articulate district-wide enduring understandings for all TUSD ELA classrooms
  - Support curriculum guide work for individual sites and classrooms through additional instructional and curricular resources.
2. In an effort to assist teachers in understanding the alignment between the standard ELA classroom and the Culturally Relevant ELA classroom, this document includes the following additions:
  - Sample essential questions
  - Suggested activities in each standard and cluster
  - Recommended texts to expand the scope of texts students will use during the year
  - Sequenced topics (or unit headings) for each class
3. In keeping with the Common Core grade level bands, this document reflects both the 11<sup>th</sup> and 12<sup>th</sup> grade Culturally Relevant classes. The enduring understandings and the Common Core standards for all ELA classrooms in the 11-12 band are the same. At the 11<sup>th</sup> grade level, the teacher provides scaffolding and support through instructional design and activities. At the 12<sup>th</sup> grade level, students are expected to work independently and proficiently. The distinctions between the classes are found with:
  - Essential questions at each grade level
  - Suggested activities at each grade level
  - Recommend texts specific to each grade level
  - Sequenced topics for each class

ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint

Topics of Study

Explanation: the topics below reflect the content areas of emphasis for each ELA Mexican American Viewpoint class. As with the general education ELA classroom, teachers have individual discretion in terms of the exact texts (from the recommended text list), quantity of text, and amount of time on topic. Through these topics of study, teachers are able to align instruction and activities to Common Core standards.

**CURRICULUM NOT ADOPTED**

<p>English 5-6</p> <ul style="list-style-type: none"><li>I. Oral Tradition</li><li>II. 1528 – 1848: The Spanish and Mexican Period</li><li>III. 1848 – 1965: The Mexican American Period</li><li>IV. 1965 – 1980: The Rise of Chicano Literature</li><li>V. <i>El Teatro</i> (Theatre in Mexican American culture)</li><li>VI. Depictions of Public Education in Mexican American Literature</li><li>VII. Depictions of Life and Death Along the Border</li><li>VIII. Scars of War</li></ul> <p>(roughly 5 weeks per topic of study, will vary by teacher emphasis and text selection)</p>	<p>English 7-8</p> <ul style="list-style-type: none"><li>I. <i>La Familia</i> (Concept of family in Mexican American community)</li><li>II. <i>El Barrio</i> (Neighborhood and community)</li><li>III. Self-discovery</li><li>IV. Racial Identity</li><li>V. Navigating between Languages</li><li>VI. Detective Fiction</li><li>VII. Feminist Voices</li><li>VIII. <i>El Jale</i> (Working and professional life in literature)</li></ul> <p>(roughly 5 weeks per topic of study, will vary by teacher emphasis and text selection)</p>
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**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Literature**

**Clusters in this strand:**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

**Anchor Standards Assessment Summary:** To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, culture, and centuries. Through wide and deep reading of literature and literary non-fiction of steadily increasing sophistication, students gain the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

**Instructional Resources:**

Source: ADE/ELA Committee

<http://www.azed.gov>  
<http://commoncore.org>

See Appendix A for Text Complexity

<http://www.corestandards.org/assets/Appendix A.pdf>

See Appendix B for Text Exemplars

<http://www.corestandards.org/assets/Appendix B.pdf>

See Appendix C for Writing Exemplars

<http://www.corestandards.org/assets/Appendix C.pdf>

Vocabulary: <http://www.tn.gov/education/ci/doc/VOCABULARY.pdf>

**Diverse Learners:**

**English Language Learners:** -(ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at <http://www.azed.gov/english-language-learners/elps/>

For more guidance on the ELLs and the Common Core please see <http://www.corestandards.org/assets/application-for-english-learners.pdf>

For additional effective instructional strategies see SIOP Strategies at: <http://www.misd.net/bilingual/ELL.pdf>

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Literature Grades 11-12**

**Cluster: Key Ideas and Details**

**Enduring Understanding:** Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How do different voices address a common theme or central idea?
2. What makes an individual an insider or an outsider in American society?
3. How does the definition of *Chicano* vary by author or context?
4. How does literature highlight the strengths and flaws of a given society and the relationship between its cultural and racial groups?

English 7, 8

1. Why did some Mexican Americans use ‘passing’ as a means to assimilate into white American society?
2. How can character occupations in literature reflect or reinforce broader concepts and themes?
3. How has literature served as a vehicle for addressing issues related to race and racism?
4. How does literature serve to deconstruct and challenge negative beliefs about race?
5. How can writers challenge and change public consciousness?
6. How is the coming of age story both universal and culturally specific?

**Standard Statements**

*The student reader will:*

**11-12.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, including determining where the text leaves matters uncertain.

**11-12.RL.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**11-12.RL.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

**Examples and Explanations**

**English 5, 6**

1. Write an explanatory essay in which you analyze folktales and legends, such as the legends of La Llorona, Popocatepetl and Ixtaccihuatl, and Juan Diego and the Virgin Mary, to determine why such stories endure, how they are used, and what they reveal about human nature. Pay particular attention to the explicit story versus the implicit, teaching aspect of the story.
2. Read Gaspar Perez de Villagra’s account of the siege of Acoma and the letter from Governor Don Antonio de Otermin detailing events from the Pueblo Revolt of 1680. Create a graphic organizer in which you illustrate how each writer characterizes the region’s native people, citing evidence from both texts. Use quotations from the text to show how the authors’ develop their attitudes as the text develops.
3. Analyze multiple Mexican American authors’ (3-5) use of Spanish phrases and names to add meaning to their work (e.g., the names of characters in Sandra Cisneros’s short story, “Woman Hollering Creek”). Why do the authors make specific language choices? How do those choices impact the story development and impact? Present your analysis in a formal presentation to your literature circle small group.

**English 7, 8**

1. Engage in close readings of one author’s novels, short stories, and poetry, focusing on the way

Key Ideas and Details

**CURRICULUM NOT ADOPTED**

- the authors create images of the barrio (e.g., Gary Soto’s poems *Oranges* and *Ode to the Raspado* and excerpts from his *Living Up the Street: Narrative recollections*; selections from Luis Rodríguez’s *The Concrete River*; and from Carmen Tafolla’s *Sonnets to Human Beings and Other Selected Works*). In an explanatory essay, use specific text evidence from each title to support your analysis.
2. After viewing the film *Mi Familia*, be prepared to participate in a Socratic Seminar discussion in which you will discuss themes that are developed across the movie and how they intersect with one another.
  3. In literature circles while reading *Always Running*, contrast the coming of age experiences of the narrator with the experiences of you and your peers. Collaborate with your peers to develop a definition for coming of age that encompasses the multiple elements, both universal and specific to cultural group. Be prepared to support your definition with text evidence and anecdotal evidence from small group discussion.

**In the previous grade band...**

Students were expected to determine the impact of figurative and connotative words on tone, examine how an author’s choice of structure influences the text, and analyze multiple points of view.

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Socratic Seminar**

The Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how authors use literary techniques such as theme, characterization, plot, specific details, etc., within a work. Information about the Socratic Seminar can be found at [http://www.saskschools.ca/curr\\_content/bestpractice/socratic/index.html](http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html)

**Plot Analysis/Conventions**

Use picture books (Cinderella stories, fairy tales) to analyze plot and to introduce common conventions. After reading a picture book, students apply concepts to another work of literature. For example, the novel *Ethan Frome* contains the same fairy tale elements as *Snow White*. For a variation of this, try introducing a work of literature using one of the “I Wish” songs from any Disney princess movie.

**3x3 Literary Analysis of Plot for Central Idea**

Create a chart for students to complete which has three spaces for students to summarize the plot in three words (noun, action verb, object) for each of the beginning, middle and end of the story. Then, chart three spaces below for students to write in three words (noun, action verb, object) to analyze the development of the plot over the course of the text. Students then use those sentences to determine the central idea.

Ruetzel, D. Ray and Robert B. Cooter. *Strategies for reading assessment and instruction: Helping every child succeed*. Upper Saddle River: Pearson Education, Inc., 2003. Ruetzel and Cooter’s text provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

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**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Literature Grades 11-12**

**Cluster: Craft and Structure**

**Enduring Understanding:** Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How does form impact content in storytelling?
2. How has literature served as a vehicle for addressing issues related to race and racism?
3. Why might an author use literary devices such as sarcasm, irony, or understatement?

English 7, 8

1. How do the time, setting, mood, tone, and context of a literary work shape our understanding of the concepts and themes it explores?
2. How have women writers challenged and enriched the literary canon?
3. How can writers challenge and change public consciousness?

**Standard Statements**

*The student reader will:*

**11-12.RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**11-12.RL.5** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**11-12.RL.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Examples and Explanations**

**English 5, 6**

1. In a syntax analysis, closely read folktales and legends, such as the legends of La Llorona, Popocatepetl and Ixtaccihuatl, and Juan Diego and the Virgin Mary, to determine how language impacted meaning and interpretation.
2. Read and then view *The Ballad of Gregorio Cortez*. In small group discussion, draw conclusions about the genre of the *corrido* and the author’s intentions for the *corrido*.

**English 7, 8**

1. Examine the depictions of family in assigned works (e.g., Ana Castillo’s poem “A Marriage of Mutes”; Alfredo Vea’s novel *La Maravilla*; and Alicia Gaspar de Alba’s poem *Carmen’s Song*) and construct and present a visual representation of a definition of family in terms of what family members feel about one another rather than simply their genetic relationships.
2. Contrast writers of the Western canon (Shakespeare and Garcia Marquez) and consider how their respective uses of figurative language reflected culturally specific ideas as well as universal ideas.

**In the previous grade band...**

Students were expected to determine the impact of figurative and

Craft and Structure

**CURRICULUM NOT ADOPTED**

connotative words on tone, examine how an author's choice of structure influences the text, and analyze multiple points of view.

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Change the Structure**

Students change the resolution of a story and discuss the impact on rewritten tone/meaning/etc. This strategy helps students understand structure and how an author's choices contribute to overall structure/meaning/aesthetic impact. For example, Hester exposes Dimmesdale. How does this change impact other characters, minor plot lines, etc?

**Choose a Word/Phrase**

Students choose a word or phrase from literature that is interesting, confusing, descriptive or relates to a literary element (figurative language) and write it on a sticky note. The sticky notes are posted around the classroom. Students then take blank sticky notes and silently read and comment on others' observations. Students then share their quotations and their favorite comments with the class.

**Reconstruct the Plot**

Expose students to works of literature that are not in chronological order and/or are told from various point of views. For example, in the novel *Ellen Foster*, the time shifts and students must pay careful attention to what is happening. One way to handle this is to have students create a chart to track the time period. They could then reconstruct the plot in chronological order.

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Literature Grades 11-12**

**Cluster: Integration of Knowledge and Ideas**

**Enduring Understanding:** Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. What social conditions fostered the rise of political activism and the Chicano movement?
2. How do different voices address a common theme or central idea in 19<sup>th</sup> century Mexican American writing?
3. How are race, gender and class represented or neglected in early American literature?

English 7, 8

1. How do minority women writers contend with the interlocking forms of social constraints they face?
2. What considerations should a writer make in selecting a specific genre of writing to tell their story?
3. How can one read Shakespeare critically and for universal elements?
4. How is the coming of age story both universal and culturally specific?

**Standard Statements**

*The student reader will:*

**11-12.RL.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**11-12.RL.8** (Not applicable to literature)

**11-12.RL.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Examples and Explanations**

**English 5, 6**

1. In a graphic organizer, show how “Indifference,” (a poem by the indigenous Mexican poet Rosario Castellanos) and William Shakespeare’s Sonnet 30 express the pain of loss and of unrequited love. How do they differ in structure, narration, tone and mood?
2. Compare how a foundational Anglo-American writer and a foundational Chicano writer address a common short story theme, such as the supernatural (e.g., Hawthorne’s “Young Goodman Brown” and Rivera’s “It Was a Silvery Night.”)

**English 7, 8**

1. Contrast the multiple perspectives of multiple pieces of early American literature that represent the various populations in the country in terms of a constant idea (justice, role of women, freedom, equality, borders, etc.).
2. Compare the coming-of-age process described by Luis Rodriguez in *Always Running* to the one described by Sandra Cisneros in *The House on Mango Street* or by Victor Martinez in *Parrot in the Oven: Mi Vida*. Identify how different authors treat the topic in their writings

**In the previous grade band...**

Students were expected to analyze the representation of a subject or key

Integration of Knowledge and Ideas



**CURRICULUM NOT ADOPTED**

scene in two different mediums and examine how an author uses source material in specific texts.

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Ballad Writing**

After familiarizing themselves with ballad themes and forms, students write their own original ballads, which they will perform in small groups. Students engage in self-reflection on their group performances and on the literary characteristics of their ballads. Students read, analyze and discuss medieval English ballads and then list characteristics of the genre. Students will emphasize the narrative characteristics of ballads by choosing a ballad to act out. Using the Venn diagram tool, students next compare medieval ballads with modern ones.

**Compare/Contrast**

Students compare and contrast (in essay form, in chart form, in visual form) two writers from the same time period. Emily Dickinson and Walt Whitman work well for this type of activity because they seem to have nothing in common, but they both are rebellious and they both revolutionized American poetry.

**Compare an Issue**

Students compare text from a time period on an issue with historical events resulting from those beliefs. End with a seminar letting students draw and support their own conclusions. Students need to synthesize materials and evaluate the information.

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Literature Grades 11-12**

**Cluster: Range of Reading and Level of Text Complexity**

**Enduring Understanding:** In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. When teachers match students with challenging, engaging text in the classroom it creates an atmosphere that helps to nurture curious, capable and critical readers.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. What are borders and who defines them?
2. What reading strategies are useful with different types of texts?
3. How have traditional oral forms such as folktales, proverbs (*dichos*), legends, ballad (*corridos*), and historical accounts passed along by word-of-mouth shaped Mexican American literature?

English 7, 8

1. Why did some Mexican Americans use “passing” as a means to assimilate into white American society?
2. How have Mexican American writers redefined Western literary genres to reflect their own cultural values and norms?

**Standard Statements**

*The student reader will:*

**11-12.RL.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11 text complexity band independently and proficiently.

**Teachers need to match complex, grade-appropriate texts to their students.**

**Examples and Explanations**

**English 5, 6**

1. Compare Henry Reyna's fictional life in *Zoot Suit* with the historical Henry Leyvas's life, and create a well-developed thesis statement explaining why Valdez may have made the choices he did in fictionalizing Henry's life for the stage. Support the thesis with specific details from specific passages in two formal academic paragraphs.

**English 7, 8**

1. After closely reading *The Tempest*, represent Shakespeare's characterizations of the new world in a media presentation. Clarify between the perceptions of Elizabethan England and Shakespeare's (apparent) personal world view.

**In the previous grade band...**

Students were expected to read and comprehend literature, including stories, dramas and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems at the high end of the grades 9-10 text complexity band independently and proficiently.

Range of Reading and Level of Text Complexity

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Audio Text**

Students listen to a compact disc (online audio) of the text being read. Low-level readers/learners may be able to enjoy and comprehend the more complex concepts of higher order thinking skills while listening. More advanced readers can follow along in the book to understand proper pronunciation of new vocabulary introduced in the text.

**Music and Literature**

Scaffold student learning of classic texts by introducing key plot elements through video and song. For example, when introducing the poem “The Rime of the Ancient Mariner,” show students the scenes from the teen movie *Telling You* where the ancient mariner appears (he tells part of his story at a pizza parlor). Then play Iron Maiden’s version of “The Rime of the Ancient Mariner,” noting that the music dramatically slows down when the mariner is stuck on the water. Show pictures of an albatross while the song plays. Students can then read the text with greater understanding.

English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)  
English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)

**CURRICULUM NOT ADOPTED**

ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint

**Strand: Reading Informational Text**

**Clusters in this strand:**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

**Anchor Standards Assessment Summary:** To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, culture, and centuries. Through wide and deep reading of literature and literary non-fiction of steadily increasing sophistication, students gain the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

**Instructional Resources:**

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See Appendix B for Text Exemplars

<http://www.corestandards.org/assets/Appendix B.pdf>

See Appendix C for Writing Exemplars

<http://www.corestandards.org/assets/Appendix C.pdf>

Vocabulary: <http://www.tn.gov/education/ci/doc/VOCABULARY.pdf>

**Diverse Learners:**

**English Language Learners:** -(ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at

<http://www.azed.gov/english-language-learners/elps/>

For more guidance on the ELLs and the Common Core please see <http://www.corestandards.org/assets/application-for-english-learners.pdf>

For additional effective instructional strategies see SIOP Strategies at: <http://www.misd.net/bilingual/ELL.pdf>

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**Strand: Reading Informational Text Grades 11-12**

**Cluster: Key Ideas and Details**

**Enduring Understanding:** Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How does literature reflect the social and political struggles of Mexican Americans?
2. What has been the role of public education in shaping the cultural identity of Mexican Americans?
3. How does literature help us to understand the human condition?

English 7, 8

1. How are definitions of self and culture shaped by neighborhood and community?
2. In what ways does “passing” bring forth the possibility that race, gender, and ethnicity are socially constructed?
3. How has racism affected Mexican Americans? Their perceptions of themselves? Other people’s perceptions of Mexican Americans?
4. How are various notions of family treated in Mexican American literature?

**Standard Statements**

*The student reader will:*

**11-12.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**11-12.RI.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**11-12.RI.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Examples and Explanations**

**English 5, 6**

1. Research the historical context of a treaty the early United States made with any other group (The Treaty of Guadalupe Hidalgo, Treaty of Alliance, Russo American Treaty, Alaska Purchase, etc.). In a formal academic essay craft an argument either supporting the context and content of the treaty or opposing the context and content of the treaty. Consider issues of justice, human rights, value systems, and social norms at the time of the treaty.

**English 7, 8**

1. After examining a piece of contemporary legislation that impacts Mexican American society, prepare for an in-class round-table discussion in which you can present on either side of the issues surrounding your legislation.

**In the previous grade band...**

Students were expected to cite and draw inferences from the text, examine the development of the central ideas, and analyze how the author’s analysis of the text shapes the development of its events and ideas.

Key Ideas and Details

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Cornell Note-Taking System**

Students use an adapted version of the Cornell System for Note-Taking while they read. Using the basic page format of “Cue (Recall)” column, “Summary” section and “Note Taking” area, students take their notes as they read rather than as they listen to a lecture. A full explanation of the Cornell System for Note-Taking is available at <http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html>

**Jigsaw**

Use the jigsaw approach to reading by dividing the text into segments so that each student is responsible for only one segment or one idea. Students then share knowledge learned with the class. Students are less intimidated when they have a smaller amount of text to process, but they still are practicing deep reading skills.

**Double-Entry Journal**

Students keep double-entry journals as they read. In the left-hand column, the student copies or summarizes text which is intriguing, puzzling or moving or which connects to a previous entry or situation. In the right-hand column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made or an analysis.

**Socratic Seminar**

A Socratic Seminar provides autonomy for the students in a communal format in which students must cite strong and thorough textual evidence to support analysis of what the text says. Areas to explore include how the author uses the development of the central idea or argument and how the ideas/arguments interact with each other. More information about the Socratic Seminar can be found at [http://www.sakschools.ca/curr\\_content/bestpractice/socratic/index.html](http://www.sakschools.ca/curr_content/bestpractice/socratic/index.html)

Ruetzel, D. Ray and Robert B. Cooter. *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Upper Saddle River: Pearson Education, Inc., 2003. Ruetzel’s and Cooter’s text provides 16 chapters that highlight numerous strategies and resources that have proven to be beneficial in assisting students with reading instruction.

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**Strand: Reading Informational Text Grades 11-12**

**Cluster: Craft and Structure**

**Enduring Understanding:** Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How do writers portray power imbalances in literature?
2. Does every piece of literature by a writer of color need to be read with a critical lens of race or ethnicity?

English 7, 8

1. How can diction and syntax be intentionally manipulated to impact meaning and audience?
2. How is rhetoric used differently in informational texts and literature?

**Standard Statements**

*The student reader will:*

**11-12.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**11-12. RI.5** Analyze in detail how an author’s ideas or claims are developed and refined by a particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**11-12.RI.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Examples and Explanations**

**English 5, 6**

1. After a close reading of contrasting voices in early American writings, participate in a Socratic Seminar in which you examine and contrast the uses, purposes, and effects of language choices.

**English 7, 8**

1. Read the education platforms of at least 2 political parties in the United States and one party from a different country. Summarize each document and then present your analysis of the overt and covert meanings and value statements with your small group.

**In the previous grade band...**

Students were expected to determine the meaning of words and terms and how they impact the tone of the text, examine how the author’s ideas are developed and refined, and analyze how the author uses rhetoric to shape the point of view or purpose of the document.

**Craft and Structure**

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Poster Analysis**

Students analyze World War II posters, chosen from online collections, to explore how argument, persuasion and propaganda differ. The lesson begins with a full-class exploration of the famous, “I Want You for the U.S. Army” poster, wherein students explore the similarities and differences between argument, persuasion and propaganda, and apply one of the genres to the poster.

**Editorial Style**

- Students select an editorialist whose writing they find compelling and read five of that writer’s editorials. Students analyze word choice, rhetorical strategies and effectiveness.
- Students choose a current topic and write editorials imitating the style of the author.
- Students compose an additional writer’s memo detailing specific parallels between their editorials and the author’s editorial.



**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Informational Text Grades 11-12**

**Cluster: Integration of Knowledge and Ideas**

**Enduring Understanding:** Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How do the complexities of border life affect culture and literature?
2. How does the historical context influence power dynamics?
3. How does colonization impact the development of a culture’s stories and a people’s identity?

English 7, 8

1. How is the concept of race used to construct and reinforce power relationships?
2. How has racism affected Mexican Americans? Their perceptions of themselves? Other people’s perceptions of Mexican Americans?

**Standard Statements**

*The student reader will:*

**11-12.RI.7** 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.

**11-12.RI.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**11-12.RI.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Examples and Explanations**

**English 5, 6**

1. How did early American writings from indigenous populations differ from early American writings from Western European immigrants and descendants of those immigrants? Closely examine differences in themes, purposes, and rhetorical features. Present your findings in a well-crafted informative/explanatory essay.

**English 7, 8**

1. Select three separate presidential addresses that presented in three different mediums. Present a lesson to the whole class teaching the content and form of the addresses with emphasis on historical and political context, rhetorical decisions, and connection to actual, eventual accomplishments of the president.

**In the previous grade band...**

Students were expected to examine various text presented in different mediums, delineate and evaluate arguments, and analyze the themes and concepts of seminal U.S. documents of historical and literary significance.

Integration of Knowledge and Ideas

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Compare/Contrast**

- Students read “Letter from Birmingham Jail” and then evaluate a picture, a cartoon and a video relating to civil rights.
- Students compare and contrast the message in the original text to the messages in the picture, cartoon and video.

*(Frames of Mind: A Rhetorical Reader with Occasions for Writing by Robert Dianni and Patsy Hoy)*

**Create Your Own Historical Document**

Before reading historical documents, students create one of their own (e.g., farewell address to their classmates, a state of the union about their accomplishments and goals over the past year). Then, after discussing themes and content of their own, students read the original document. This strategy scaffolds them into understanding the genre.

**Suitable for Texting**

Students analyze 17th-, 18th- and 19th-century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.

- **Basic:** Rewrite the Mayflower Compact into a message suitable for texting. Define the audience, research the meaning of the unfamiliar words, determine to whom the text would be sent, etc.
- **Extended:** Write a four-sentence précis for the Mayflower Compact.

Summarizing a historical document into four sentences or into a modern texting format hones analytical skills to find the important details. Have students consider the audience of both the original and a new audience. Students could create a new compact using the basic argument of the Mayflower Compact.

- [http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce\\_sample\\_precis](http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis)
- <http://http://www.uhv.edu/ac/research/prewrite/pdf/sources.pdf>
- <http://www.jstor.org/pss/40031761>

**Time Period Comparison**

Students compare texts from a time period on an issue with historical events resulting from those beliefs. End with a seminar letting students draw and support their own conclusions. Students need to synthesize materials and evaluate the information.

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Reading Informational Text Grades 11-12**

**Cluster: Range of Reading and Text Complexity**

**Enduring Understanding:** In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. When teachers match students with challenging, engaging text in the classroom it creates an atmosphere that helps to nurture curious, capable and critical readers.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. What is the reciprocal relationship between text and the Chicano movement?
2. How do different genres of informational text represent complex ideas?
3. What were the purposes of art and literature during the Chicano movement?

English 7, 8

1. Can a text be objective?
2. What is the boundary between fiction and informational text?
3. What types of text were the most important in the social justice movements of America’s past?

**Standard Statements**

*The student reader will:*

**11-12.RI.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12 read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

**Teachers need to match complex, grade-appropriate texts to their students.**

**Examples and Explanations**

**English 5, 6**

**\*see previous sample examples and reading lists**

**English 7, 8**

**\*see previous sample examples and reading lists**

**In the previous grade band...**

Students were expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Range of Reading and Text Complexity

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Text Complexity**

Students use a readability program to find text complexity that aligns to their grade level. Before students can accept the challenge of accelerating text complexity, they should understand just what it is, how writers achieve it, how it affects understanding or enjoyment of reading. We read for different purposes (e.g., college vs. high school text, consumer camera manual vs. heavy equipment manual). Students need a cadre of reading techniques to manage between college, the workplace and the marketplace.

**Basic:** Students select a complicated instructional manual for a consumer product (e.g., Video Camera Manual), and judge the education level of the consumer. Students then determine what adjustments could be made in the directions to simplify the manual.

**Extended:** Compare high school chemistry text readability with a College Level I Chemistry text. What additional skills does the college student need in order to be successful with the college text? Compare text complexity in a chemistry or social studies text, college text, etc. For more information, visit <http://www.achieve.org/node/946>

**Directed Reading Teaching Activities**

Use Directed Reading Teaching Activities (DRTA) with students to activate their prior knowledge, prompt them to make predictions and test their hypotheses through the reading.

- Students read selection title (and perhaps a bit of the selection) and make predictions about content.
- Students read to first predetermined stop. They confirm, refine or reject their initial hypotheses and justify their ideas with reference to the text. Students then make new hypotheses.
- Students read the next section and follow procedures in step two. This cycle continues until text is read.

An explanation of the Flesch-Kincaid Reading Ease formula is located at <http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php>

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Writing**

**Clusters in this strand:**

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

**Anchor Standards Assessment Summary:** For students to be college and career ready, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

**Instructional Resources:**

Source: ADE/ELA Committee

<http://www.azed.gov>  
<http://commoncore.org>

See Appendix A for Text Complexity

<http://www.corestandards.org/assets/Appendix A.pdf>

See Appendix B for Text Exemplars

<http://www.corestandards.org/assets/Appendix B.pdf>

See Appendix C for Writing Exemplars

<http://www.corestandards.org/assets/Appendix C.pdf>

Vocabulary: <http://www.tn.gov/education/ci/doc/VOCABULARY.pdf>

**Diverse Learners:**

**English Language Learners:** -(ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at <http://www.azed.gov/english-language-learners/elps/>

For more guidance on the ELLs and the Common Core please see <http://www.corestandards.org/assets/application-for-english-learners.pdf>

For additional effective instructional strategies see SIOP Strategies at: <http://www.misd.net/bilingual/ELL.pdf>

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Writing Grades 11-12**

**Cluster: Text Types and Purposes**

**Enduring Understanding:** Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How can a writer or speaker use various literary techniques (i.e., symbolism, motif, metaphor, and tone) to achieve a specific purpose or goal?

English 7, 8

1. How does structure impact content in writing?

**Text Types and Purposes**

DRAFT - Under Review

**CURRICULUM NOT ADOPTED**

**Standard Statements**

*The student reader will:*

- 11-12.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.

**11-12.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.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques

**Examples and Explanations**

**English 5, 6**

- Use a narrative response from a journal entry as a basis for a narrative writing (essay/story) in which you tell a story (either fiction or literary nonfiction) that addresses any of the themes or ideas from our most current readings.

**English 7, 8**

- Use an authoritative article about the development of the concept of race (e.g., “In a Race All Their Own: The Quest to Make Mexicans Ineligible for U.S. Citizenship” by Natalia Molina, or “The Social Construction of Race: Some Observations on Illusion, Fabrication, and Choice” by Ian Haney-López) as the basis for an informative/explanatory essay about your understanding of racism in the U.S. This should be a drafted, formal academic paper in which you cite multiple sources to establish and support your claims.

**In the previous grade band...**

Students were expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.

<p>such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <ul style="list-style-type: none"><li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li></ul> <p><b>11-12.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"><li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li><li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ul>		
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**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Argumentative Writing Strategies**

After frontloading strategies using the SOAPST one strategy, students find and read opinion/editorial examples from different newspapers about a single topic. The students analyze these to determine the strategies writers use to create a logical argument.

- S = subject
- O = occasion
- A = audience
- P = purpose
- S = speaker
- T = tone

More information about this strategy can be found at <http://faculty.stuartschool.org/~leckstrom/SOAPSToneAnalysisStrategy.htm>

**Evaluating Models of Performance**

- Explain the criteria for a particular writing assignment.
- Show students models of essays representing a range of scores.
- Have students assess them based on the criteria discussed.
- Students can use this knowledge to write their own essay with the same criteria.

(See *Appendix C – Samples of Student Writing in the Common Core Standards.*)

**Podcast**

Students podcast personal Web page/Facebook page narratives. Podcasting skills include collaboration, writing, speaking, presentation, communication, technology, auditory, storytelling and information. In addition, students enhance their media literacy and oral fluency. Examples include *This I Believe* (NPR), *Laws of Life* and *Digital Writing Workshop* (Troy Hicks).

More information about this strategy can be found at:

- <http://userwww.sfsu.edu/~nshelley/>
- <http://thisibelieve.org/educators/>
- <http://www.lawsoflife.org/teachers/>
- <http://hickstro.org/>

Burkhardt, Ross M. *Writing for Real: Strategies for Engaging Adolescent Writers*. Portland: Stenhouse, 2003. This text offers various strategies used by veteran middle school teacher Ross Burkhardt. The text can be used as a guide to create an entire academic year of curriculum for writing.

**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Writing Grades 11-12**

**Cluster: Production and Distribution of Writing**

**Enduring Understanding:** Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How can a writer use multiple language registers to explore, critique, and deconstruct cultural assumptions?
2. How does a writer shape writing for specific audiences?

English 7, 8

1. How can a writer use multiple language registers to explore, critique, and deconstruct cultural assumptions?
2. Is technology critical to professional, scholarly writing?

**Standard Statements**

*The student reader will*

**11-12.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

**11-12.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**11-12.W.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Examples and Explanations**

**English 5, 6**

1. After identifying a specific research area of interest in Mexican American history, culture, philosophy, or literature, create a site in Edmodo for use with your peers as a teaching tool. Incorporate primary sources, graphics, personal reflection/response (blogging), and an intentional, helpful organizational structure.

**English 7, 8**

1. Critically revise a piece of writing from your portfolio, both self and peer revision, for submission with college or scholarship application.

**In the previous grade band...**

Students were expected to use technology to produce well-organized writing that has been developed in multiple stages with a clear purpose and audience.

Production and Distribution of Writing

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Photo Gallery**

Students take photographs that illustrate a piece of their writing and create a hallway or gallery display of their pictures and writing. Invite faculty and other classes for an author’s talk in the gallery, with each writer reading and discussing his or her work.

**Plan Strategy with STOP**

Students follow these steps to develop and organize their ideas for a piece of persuasive writing:

- *Suspend* your judgment and generate as many ideas on each side of the argument as possible.
- *Take* a side.
- *Organize* your notes and ideas and decide which ideas you are going to use to support your side and which ideas are going to be used to refute on the opposing side.
- *Plan* as you write.

This strategy can be teacher led or student directed. With the last step, writers continue to add, change or delete from the initial plan. For more information, visit [www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html](http://www.thewritingteacher.org/writing-blog-home/2008/10/1/research-based-best-practices-for-teaching-writing-a-discussion.html)

Brooks, Terry. *Sometimes the Magic Works: Lessons from a Writing Life*. New York: Ballentine Books, 2004. Brooks’ text examines the thought process writers often go through to produce their works. It gives valuable tips that can be used to help shape the various stages of a piece.

**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Writing Grades 11-12**

**Cluster: Research to Build and Present Knowledge**

**Enduring Understanding:** Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. What has been the role of public education in shaping the cultural identity of Mexican Americans?
2. How do Mexican Americans grapple with the tensions of multiple loyalties (country, community, family, self)?

English 7, 8

1. Why are certain aspects of minority cultures privileged in mainstream society?
2. Why did some Mexican Americans use “passing” as a means to assimilate into white American society?

**Standard Statements**

*The student reader will*

**11-12.W.7 Conduct** short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**11-12.W.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**11-12.W.9 Draw** evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11-12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and

**Examples and Explanations**

**English 5, 6**

1. Compare the view presented in the essay “La Raza Cósmica” to current information available on-line about Mexico’s racial history (e.g., the website <http://www.afromexico.com/>). Represent your findings in a visual product to be presented during a gallery walk. Be prepared to explain your comparison and to participate in small discussions considering your ideas.

**English 7, 8**

1. Through an ongoing examination of subcultures in the Latino community in our class readings and independent research, present a problem that you see today and present potential solutions. Your final product will include both an argumentative essay and a formal presentation. Sources should include our readings, online research and database research. Presentation should include a minimum of three media components.

**In the previous grade band...**

Students were expected to investigate and evaluate relevant and credible information from multiple authoritative sources in order to conduct research projects that can be both short term and sustained.

**Research to Build and Present Knowledge**

**CURRICULUM NOT ADOPTED**

dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Multigenre/Multimodal Project**

This strategy incorporates poems, texts, newspaper articles, art, music, videos, etc., which encourage students to avoid plagiarism through synthesizing multiple sources on a subject. Students create a self-sustaining generated question/problem to solve based on student investigation. (This idea may be considered as a possible senior or capstone project.)

**Evaluating Samples of Teacher-Provided Logical Fallacies**

Evaluate the following for appropriate appeals in order to achieve purpose: logic, authority, emotion. Use sample research papers, ads, political commercials and position papers. Students evaluate and use multiple sources to assess the strengths and limitations of sources in terms of the task, purpose and audience.

**Multiple Print and Digital Sources**

Students brainstorm a list of items that combine different ways of expressing ideas, such as poster, DVD or a range of print, visual or sound texts. After the lists are shared, items are identified as texts (audio texts, video texts, etc.). Students then create an inventory of significant texts that they have engaged with over a specified period of time and discuss why it is important to interact with a variety of different types of texts. More information about this strategy can be found at [http://www.learner.org/workshops/middlewriting/p5\\_tr\\_transcript.html](http://www.learner.org/workshops/middlewriting/p5_tr_transcript.html)

**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Writing Grades 11-12**

**Cluster: Range of Writing**

**Enduring Understanding:** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. When is a piece of writing done?

English 7, 8

1. How does writing reflect the identity and values of the individual and of society?

**Standard Statements**

*The student reader will*

**11-12.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Examples and Explanations**

**English 5, 6**

**\*see previous sample examples and reading lists**

**English 7, 8**

**\*see previous sample examples and reading lists**

**In the previous grade band...**

Students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.

Range of Writing

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Revision Conferences**

Encourage revision for selected pieces of writing. Before revising, have students use a rubric to self-score their own papers. Then, confer with students individually about their strengths, weaknesses and plans for improvement. Have students highlight or underline their improvements when they submit the revised version.

**Quick Writes/Timed Writing**

Students respond to focused prompts that center on key ideas for current task, purpose and audience. Students can reflect as individuals or as a class on assignment. Use this strategy as a refocus opportunity when entering the classroom.

The National Writing Project & Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools*. San Francisco: Jossey-Bass, 2003. This text offers several strategies, additional resources and research centered on teaching students how to become more effective writers.

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Speaking and Listening**

**Clusters in this strand:**

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Anchor Standards Assessment Summary:** To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

**Instructional Resources:**

Source: ADE/ELA Committee

<http://www.azed.gov>  
<http://commoncore.org>

See Appendix A for Text Complexity

<http://www.corestandards.org/assets/Appendix A.pdf>

See Appendix B for Text Exemplars

<http://www.corestandards.org/assets/Appendix B.pdf>

See Appendix C for Writing Exemplars

<http://www.corestandards.org/assets/Appendix C.pdf>

Vocabulary: <http://www.tn.gov/education/ci/doc/VOCABULARY.pdf>

**Diverse Learners:**

**English Language Learners:** -(ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at <http://www.azed.gov/english-language-learners/elps/>

For more guidance on the ELLs and the Common Core please see <http://www.corestandards.org/assets/application-for-english-learners.pdf>

For additional effective instructional strategies see SIOP Strategies at: <http://www.misd.net/bilingual/ELL.pdf>

**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Speaking and Listening Grades 11-12**

**Cluster: Comprehension and Collaboration**

**Enduring Understanding:** Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual’s contributions and leads to new and unique understandings and solutions.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How do assumptions about skin color mask national or cultural heritage?
2. How do Mexican Americans grapple with the tensions created by multiple loyalties (country, culture, family, individual)?

English 7, 8

1. What is the most critical skill in discussion and debate?
2. How does a speaker adapt and modify according to situation and audience?

**Standard Statements**

*The student reader will*

**11-12.SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**11-12.SL.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and

**Examples and Explanations**

**English 5, 6**

1. Work in small groups to perform key scenes from *Zoot Suit*, covering the play’s major themes (stereotyping, resistance, injustice, etc.). In your post-scene discussion, participate in an analysis of scene selection, staging, and dialog delivery based on your previous understanding of the play and external readings presenting historical and social context.

**English 7, 8**

1. Prepare for a Paideia Seminar discussion on race and ethnicity readings from current quarter. Bring specific focusing questions you would like to discuss along with annotated texts to use for support during the discussion.

**In the previous grade band...**

students were expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media and evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.

Comprehension and Collaboration



**CURRICULUM NOT ADOPTED**

accuracy of each source and noting any discrepancies among the data.

**11-12.SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Research and Present**

Using a major current event (e.g., BP Oil Spill), students evaluate multiple sources, speeches, reports and documentaries covering the event to determine similarities and differences of the various representations of biases from *most* to *least* objective. Extended: Using the continuum of bias, students analyze two sources on the extreme end of the spectrum. Then, students create a biased piece from the most unbiased piece and vice-versa. In an oral and written presentation, students present the products and justifications.

**Critical Thinking/Inquiry**

How does a person remain objective in the face of overwhelming catastrophe? What must one consider during this type of event? Who is at risk? Who is safe? How do we weigh cost vs. human/animal life? Students can explore these questions and the importance of primary source information by reviewing historical information about medicine at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC194789/>.

**Socratic Seminar**

Students learn and participate in a Socratic Seminar based on texts they are reading. Students can be assigned different sections of the writing and then alternate as discussion leaders. Information about a Socratic Seminar can be found at [http://www.saskschools.ca/curr\\_content/bestpractice/socratic/index.html](http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html)

For various activities that can be adapted and implemented into the English/Language Arts curriculum, visit <http://www.sasked.gov.sk.ca/docs/mla/listen.html>

**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Speaking and Listening Grades 11-12**

**Cluster: Presentation of Knowledge and Ideas**

**Enduring Understanding:** Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How does the historical context influence power dynamics?
2. What makes an individual an insider or an outsider in American society?
3. How do assumptions about skin color mask national or cultural heritage?

English 7, 8

1. How has digital media impacted America’s understanding of race and ethnicity over the past 50 years?
2. What rhetorical strategies are most commonly used in contemporary media?
3. How are different rhetorical strategies effective for different groups of American society?

**Standard Statements**

*The student reader will*

**11-12.SL.4 Present** information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**11-12.SL.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**11-12.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Examples and Explanations**

**English 5, 6**

**\*see previous examples**

**English 7, 8**

**\*see previous examples**

**In the previous grade band...**

students were expected to present information, findings and supporting evidence that convey a clear and distinct perspective, make strategic use of digital media in presentations and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.

**Presentation of Knowledge and Ideas**

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Dramatize**

Students dramatize information from a scene in a non-fiction work or informational text conveying appropriate tone/mood and videotape for presentation. Students present information to aid understanding of material and creatively present to audience.

**Digital Project**

Students create a digital project to enhance understanding of their written findings/textual evidence. Keep the requirements broad enough to encourage creativity and choice. For example, require students to use one visual element, one audio element and one text element. Students can create a video with a song playing in the background that includes excerpts from the text. Students can write a song using excerpts from the text and sing it to the class.

For strategies to improve listening and speaking in the classroom, visit <http://writing.colostate.edu/guides/teaching/esl/listening.cfm>

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Language**

**Clusters in this strand:**

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

**Anchor Standards Assessment Summary:** To be college and career ready in language, students must have firm control over the conventions of standard English. They must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words, words for example that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are important to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**Instructional Resources:**

Source: ADE/ELA Committee

<http://www.azed.gov>  
<http://commoncore.org>

See Appendix A for Text Complexity

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See Appendix B for Text Exemplars

<http://www.corestandards.org/assets/Appendix B.pdf>

See Appendix C for Writing Exemplars

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Vocabulary: <http://www.tn.gov/education/ci/doc/VOCABULARY.pdf>

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**English 5, 6 – Culturally Relevant Mexican American Viewpoint (11<sup>th</sup> Grade)**  
**English 7, 8 – Culturally Relevant Mexican American Viewpoint (12<sup>th</sup> Grade)**

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Language Grades 11-12**

**Cluster: Conventions of Standard English**

**Enduring Understanding:** Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

**Standard Statements**

*The student reader will*

**11-12.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

**11-12.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

**Examples and Explanations**

**English 5, 6**

**\*see previous examples**

**English 7, 8**

**\*see previous examples**

**In the previous grade band...**

Students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation and spelling when speaking and/or writing.

Conventions of Standard English

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Adding Modifiers**

Take a core sentence without any modifiers and increasingly make the sentence more specific. Have students look at a range of five sentences and discuss which one provides the most specific information.

**Student-Evaluation, Peer-Evaluation**

Students examine individual writings/paragraphs to the *bones*. They analyze sentence structure, length, punctuation and verb strength. This strategy allows students to pay attention to syntax and diction in order to improve to mature writers. It also helps them make effective choices for meaning and style.

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Language Grades 11-12**

**Cluster: Knowledge of Language**

**Enduring Understanding:** Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

English 5, 6

1. How does propaganda influence public opinion about a group or race of people?
2. How does the social status of racist and bigoted language fluctuate?
3. How is language use to construct and reinforce power relationships?

English 7, 8

1. How does propaganda influence public opinion about a group or race of people?
2. How does the social status of racist and bigoted language fluctuate?
3. How is language use to construct and reinforce power relationships?

**Standard Statements**

*The student reader will*

**11-12.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Examples and Explanations**

**English 5, 6**

1. After researching media images of Latinos in the media, create a poster board in which you represent your interpretation of Latinos historically and in contemporary society.
2. Examine the cultural and historical conditions that led to the use of the terms Chicano, Chicano/a, Chicana/o, and Chican@, and the forces that have historically determine the status of these terms.

**English 7, 8**

1. Select music from 3 different periods of Mexican American history. In a formal presentation, share a syntax analysis in which your understanding of the function of language and artistic choices impact meaning and style.

**In the previous grade band...**

Students were expected to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Knowledge of Language**

**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Compelling Sentences**

- Students select two to three consecutive and compelling sentences from a written work they are studying in class.
- Students analyze the usage (diction, punctuation, grammar, etc.)
- Students craft similar sentences or change original sentences and discuss the effects of the changes

Dean, Nancy. *Discovering Voice: Lessons for Middle and High School*. Gainesville: Maupin House Press, 2006. The author of this text offers lessons on teaching and improving style and voice within student writing in the secondary setting.

Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*. Gainesville: Maupin House Press, 2000. *Voice Lessons* is a text designed to offer strategies and reproducible activities for teaching voice and improving style in student writing.

For strategies and techniques that can assist in teaching style and rhetoric, visit [http://www.nwp.org/cs/public/print/resource\\_topic/style\\_and\\_rhetoric](http://www.nwp.org/cs/public/print/resource_topic/style_and_rhetoric)

**CURRICULUM NOT ADOPTED**

**ELA Curriculum Framework: Culturally Relevant ELA: Mexican American Viewpoint**

**Strand: Language Grades 11-12**

**Cluster: Vocabulary Acquisition and Use**

**Enduring Understanding:** Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

**Essential Questions:** (refer to Appendix A for extended sample Essential Questions tied to specific Topics of Study)

**Standard Statements**

*The student reader will*

**11-12.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**11-12.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**11-12.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Examples and Explanations**

**English 5, 6**

**\*see previous examples**

**English 7, 8**

**\*see previous examples**

**In the previous grade band...**

Students were expected to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 9-10 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.

Vocabulary Acquisition and Use



**CURRICULUM NOT ADOPTED**

**EXAMPLE INSTRUCTIONAL STRATEGIES**

**Figurative Language and Cartoons**

Collect cartoons and comic strips that illustrate figurative language. Distribute these to students and have them work in pairs or small groups to determine and interpret the reason for use of the figurative language example illustrated in each cartoon. Then have them draw their own examples.

**Skits and New Vocabulary**

Students work with a partner or in groups to create skits that illustrate new vocabulary words or figures of speech. Putting the words in action makes them concrete; students are more likely to remember both the words and their meaning.

**Four Corners**

Using a multiple-meaning word (homonym, homograph, homophone) or an unknown word (such as *predilection* in the sentence “This predilection for minding other people’s business was time-honored among the people of Salem, and it undoubtedly created many of the suspicions which were to feed the coming madness.” Arthur Miller’s *The Crucible*), students complete the following activity.

Each student or group receives a different word. Before coming across the unfamiliar word in their reading, students should write the vocabulary word in the center of a note card.

- In the upper left-hand corner, they take a guess at its definition.
- In the upper-right hand corner, they write a definition of the word after reading it in context.
- In the bottom left-hand corner, they write the correct definition of the word after looking it up.
- Finally, in the bottom right-hand corner, they write other forms of the word using its root or suffix or prefix.

**Critical Thinking and Inquiry**

Using the note cards discussed above, conduct a review by choosing one card out of those collected and reading the word. Have students attempt to define the word. This graphic organizer and the continued practice/review would lead to mastery of the group of words. Assign differentiated ability groups for filling out the note cards, grouping high and low students together.

Harmon, Janice M., Karen D. Wood, and Wanda B. Hedrick. *Instructional Strategies for Teaching Content Vocabulary*. Westerville: National Middle School Association, 2006. This text offers seven chapters that document 42 instructional strategies that can be implemented in grades 4-12 to help students comprehend the intended meanings of words.

For various instructional tools and tips to assist in building vocabulary, visit [http://www.educationoasis.com/curriculum/GO/vocab\\_dev.htm](http://www.educationoasis.com/curriculum/GO/vocab_dev.htm)

**CURRICULUM NOT ADOPTED**

**Appendix A: Topics of Study and sample Essential Questions**

English 5-6	English 7-8
<p><b>I. Oral Tradition</b></p> <ul style="list-style-type: none"> <li>a. How have traditional oral forms such as folktales, proverbs (dichos), legends, ballads (corridos), and the re-telling of historical accounts shaped Mexican-American literature?</li> <li>b. How does form impact content in storytelling?</li> <li>c. How do different voices address a common theme or central idea?</li> </ul> <p><b>II. 1528 – 1848: The Spanish and Mexican Period</b></p> <ul style="list-style-type: none"> <li>a. How does colonization impact the development of a culture’s stories and a people’s identity? (Specifically consider Mayan civilization and contemporary southwestern United States.)</li> </ul> <p><b>III. 1848 – 1965: The Mexican American Period</b></p> <ul style="list-style-type: none"> <li>a. How does literature reflect the social and political struggles of Mexican Americans?</li> <li>b. What makes an individual an insider or an outsider in American society?</li> </ul> <p><b>IV. 1965 – 1980: The Rise of Chicano Literature</b></p> <ul style="list-style-type: none"> <li>a. What is the reciprocal relationship between literature and the Chicano movement?</li> <li>b. What social conditions fostered the rise of political activism and the Chicano movement?</li> <li>c. What are the differences between outsider and insider stories in Mexican American literature?</li> </ul> <p><b>V. <i>El Teatro</i> (Theatre in Mexican American Culture)</b></p> <ul style="list-style-type: none"> <li>a. Does every piece of literature by a writer of color need to be read with a critical lens of race or ethnicity?</li> <li>b. How do writers portray power imbalances in literature?</li> <li>c. How can a writer or speaker use various literary techniques (i.e. symbolism, motif, metaphor and tone) to achieve a specific purpose or goal?</li> <li>d. How does literature help us to understand the human condition?</li> </ul> <p><b>VI. Depictions of Public Education in Mexican American Literature</b></p> <ul style="list-style-type: none"> <li>a. How does literature highlight the strengths and flaws of a given society and the relationships between its cultural and racial</li> </ul>	<p><b>I. <i>La Familia</i> (Concept of family in Mexican American community)</b></p> <ul style="list-style-type: none"> <li>a. How are various notions of family treated in Mexican American literature?</li> <li>b. How are definitions of self and culture shaped by neighborhood and community?</li> </ul> <p><b>II. <i>El Barrio</i> (Neighborhood and Community)</b></p> <ul style="list-style-type: none"> <li>a. Who defines community?</li> <li>b. How do notions of community vary in the United States?</li> <li>c. How does the definition of community fluctuate by region, generation, and Latino heritage?</li> </ul> <p><b>III. Self-discovery</b></p> <ul style="list-style-type: none"> <li>a. How has racism affected Mexican Americans? Their perceptions of themselves? Other people’s perceptions of Mexican Americans?</li> <li>b. How has literature served as a vehicle for addressing issues related to race and racism?</li> <li>c. How does society impose the construct of “native informant” on individuals from minority groups?</li> </ul> <p><b>IV. Racial Identity</b></p> <ul style="list-style-type: none"> <li>a. Why did some Mexican Americans use ‘passing’ as a means to assimilate into white American society?</li> <li>b. In what ways does ‘passing’ bring forth the possibility that race, gender, ethnicity are socially constructed?</li> <li>c. How can writers challenge and change public consciousness?</li> <li>d. How is the concept of race used to construct and reinforce power relationships?</li> <li>e. How does propaganda influence public opinion about a group or race of people?</li> <li>f. How does the social status of racist and bigoted language fluctuate?</li> <li>g. How can assumptions about skin color and language shape an individual’s identity?</li> <li>h. How has the idea of hyper-masculinity been used to define the social status of Mexican American men?</li> </ul>

**CURRICULUM NOT ADOPTED**

<p>groups?</p> <ul style="list-style-type: none"><li>b. What has been the role of public education in shaping the cultural identity of Mexican Americans?</li><li>c. How does the time, setting, mood, tone, and context of a literary work shape our understanding of the concepts and themes it explores?</li></ul> <p><b>VII. Depictions of Life and Death Along the Border</b></p> <ul style="list-style-type: none"><li>a. How do the complexities of border life affect culture and literature?</li><li>b. What are borders and who defines them?</li></ul> <p><b>VIII. Scars of War</b></p> <ul style="list-style-type: none"><li>a. How do Mexican Americans grapple with the tensions created by multiple loyalties? (individual-family-culture-country)</li><li>b. How do assumptions about skin color mask national or cultural heritage?</li><li>c. How does the historical context influence power dynamics?</li></ul>	<p><b>V. Navigating between Languages</b></p> <ul style="list-style-type: none"><li>a. How does literature serve to deconstruct and challenge negative beliefs about race?</li><li>b. How does literature reflect diverse perspectives and reactions to similar events and themes?</li><li>c. How is the coming of age story both universal and culturally specific?</li><li>d. How can a writer use multiple language registers to explore, critique, and deconstruct cultural assumptions?</li><li>e. How is language used to construct and reinforce power relationships?</li><li>f. How does the time, setting, mood, tone, and context of a literary work shape our understanding of the concepts and themes it explores?</li></ul> <p><b>VI. Detective Fiction</b></p> <ul style="list-style-type: none"><li>a. How have Mexican American writers redefined Western literary genres to reflect their own cultural values and norms?</li></ul> <p><b>VII. Feminist Voices</b></p> <ul style="list-style-type: none"><li>a. How have women writers challenged and enriched the literary canon?</li><li>b. How do minority women writers contend with the interlocking forms of social constraints they face?</li><li>c. How have notions of beauty been shaped and expanded both internally and externally for Mexican American women?</li><li>d. How are Mexican American women depicted in text?</li></ul> <p><b>VIII. <i>El Jale</i> (Working and professional life in literature)</b></p> <ul style="list-style-type: none"><li>a. How can character occupations in literature reflect or reinforce broader concepts and themes?</li></ul>
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