

## 2017-2018 ELA Curriculum Map Grade 11: Culturally Relevant Mexican American Viewpoint

<b>Reading Focus: Informational</b> <b>Writing Focus: Informative/Explanatory</b>	<b>Unifying Concept:</b> <b>ORAL TRADITIONS &amp; FOLKLORE</b>	<b>Quarter</b> <b>1</b>
<p style="text-align: center;"><b>Highly-Leveraged Standards<sup>1</sup></b></p> <p><b>RI.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.2</b> 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.</p> <p><b>RI.8</b> 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., <i>The Federalist</i>, presidential addresses).</p> <p><b>W.2</b> 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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p><b>SL.2:</b> Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ol> <p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p style="text-align: center;"><b>Corresponding Standards<sup>2</sup></b></p> <p><b>RL.5:</b> 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.</p> <p><b>RL.9:</b> 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.</p> <p><b>RI.5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI.9:</b> 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.</p> <p><b>W.5:</b> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p><b>SL.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> </ol> <p>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.</p> <p><b>L.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>	

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AZCCRS	Social Justice Standards <sup>4</sup>	Selected Readings of Complex Text	Big Ideas for Q1
<p><b>Constant Standards<sup>3</sup></b></p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,6,10 11.SL. 6 11.L. 6</p>	<p><b>Identity 5</b> - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.</p> <p><b>Diversity 9</b> – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p><b>Diversity 10</b> – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p><b>Justice 13</b> – Students can explain the short and long-term impact of biased words and behaviors &amp; unjust practices, laws and institutions that limit the rights &amp; freedoms of people based on their identity groups.</p> <p><b>Action 18</b> — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, American Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Bless Me, Ultima:</i> Rudolfo Anaya <i>Rain of Gold,</i> Victor Villaseñor</p> <p><b>Recommended Short Texts: Choose 3-5</b> “La Relacion,” Álvarez Núñez Cabeza de Vaca, p. 72 “The Indian and the Hundred Cows/El indito de las cien vacas,” folktale retold by Griego Y Maestas, translated by Rudolfo A. Anaya, p. 684</p> <p><b>Supplemental Readings:</b> “Inlak’ech,” Luis Valdez “La Relacion,” Álvarez Núñez Cabeza de Vaca, p. 72 “La Llorona: Our Lady of Deformities,” Ramón García “It Was A Silvery Night,” Tomás Rivera “The Legend of La Llorona,” Rudolfo Anaya “What La Llorona Knew,” Stella Pope Duarte “La Llorona, El Kookoóee &amp; Sexuality,” Rudolfo Anaya <i>Mama’s Santos: An Arizona Life,</i> Carmen Duarte “Young Goodman Brown,” Nathaniel Hawthorn</p> <p><b>Extended Text Adoptions:</b> <i>Gabi, a Girl in Pieces,</i> Isabel Quintero <i>Where Things Come Back,</i> John Whaley</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> Oral language and folklore is the basis of literature that over time took on a written form. <u>Writing:</u> Writers may explore a certain demographic, such as the affluent, the destitute, immigrants, etc. to explore the realities of life in America.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do literary works reflect cultural values?</li> <li>2. How do cultural values form and shape our personal stories?</li> </ol>

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Instructional and Assessment Guides	Additional Instructional Resources For Q1
<p><b>Summative Assessment:</b> An explanatory essay describing the cultural values reflected by a character from the works read this quarter.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Informative/Explanatory Writing Guide</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3">https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</a></p> <p><b>Informative/Explanatory Rubric</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae">https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</a></p> <p><b>DOK Levels</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26">https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</a></p> <p><b>DOK Stems</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a">https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</a></p> <p><b>Hess's Matrix</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e">https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a>  <a href="https://www.paideia.org/about-paideia/socratic-seminar/">https://www.paideia.org/about-paideia/socratic-seminar/</a></p> <p><b>MLA Guide from the Purdue Online Writing Lab</b>  <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a></p> <p><b>Free Master Teacher Lesson Plans</b>  <a href="http://betterlesson.com/master_teacher_projects">http://betterlesson.com/master_teacher_projects</a></p> <p><b>Performance Level Descriptors</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7">https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7</a></p>	<p><b>Images of the Virgen de Guadalupe</b> by Yolanda M. López  <a href="http://www.chicano.ucla.edu/files/LopezGuide.pdf">http://www.chicano.ucla.edu/files/LopezGuide.pdf</a></p> <p><b>TEDTalk with Author Chimamanda Adichie</b>  <a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</a></p> <p><b>Interview with author Stella Pope Duarte</b>  <a href="http://www.youtube.com/watch?v=fCkbeK-96j8">http://www.youtube.com/watch?v=fCkbeK-96j8</a></p> <p><b>Mesoamerican writing systems:</b>  <a href="http://www.ancientscripts.com/ma_ws.html">http://www.ancientscripts.com/ma_ws.html</a></p> <p><b>Song “La Llorona,” Freddy Duran:</b>  <a href="http://www.youtube.com/watch?v=pvB_bxTcfoI">http://www.youtube.com/watch?v=pvB_bxTcfoI</a></p> <p><b>Article: “Understanding American Culture: “From Melting Pot to Salad Bowl”</b>  <a href="http://www.culturalsavvy.com/understanding_american_culture.htm">http://www.culturalsavvy.com/understanding_american_culture.htm</a></p> <p><b>Interview with <i>Rain of Gold</i> author Victor Villaseñor</b>  <a href="https://www.youtube.com/watch?v=OPCj2Qla7-8">https://www.youtube.com/watch?v=OPCj2Qla7-8</a></p> <p><b>2012: In Lak’ech – Luis Valdez’s Mayan-Inspired Poem</b>  <a href="https://pakalahau.wordpress.com/2012/05/10/2012-in-lakech-luis-valdezs-mayan-inspired-poem/">https://pakalahau.wordpress.com/2012/05/10/2012-in-lakech-luis-valdezs-mayan-inspired-poem/</a></p> <p><b>Teachers’ Guide for Gabi, a Girl in Pieces</b>  <a href="https://teachinglatinamericathroughliterature.wordpress.com/september-2015-gabi-a-girl-in-pieces/">https://teachinglatinamericathroughliterature.wordpress.com/september-2015-gabi-a-girl-in-pieces/</a>  <a href="http://www.cincopuntos.com/files/gabi_a-girl-in-pieces_teachers_guide.pdf">http://www.cincopuntos.com/files/gabi_a-girl-in-pieces_teachers_guide.pdf</a></p> <p><b>How to Make a Zine</b>  <a href="http://www.rookiemag.com/2012/05/how-to-make-a-zine/">http://www.rookiemag.com/2012/05/how-to-make-a-zine/</a>  <a href="http://www.instructables.com/id/Guide-To-Zine-Making/">http://www.instructables.com/id/Guide-To-Zine-Making/</a></p>

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<p><b>Reading Focus: Literature</b> <b>Writing Focus: Argumentative</b></p>	<p><b>Unifying Concept:</b> <b>THE CHICANO RENAISSANCE</b></p>	<p><b>Quarter</b> <b>2</b></p>
<p style="text-align: center;"><b><u>Highly-Leveraged Standards</u></b></p> <p><b>RL.1</b> Analyze and evaluate strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.</p> <p><b>RL.2</b> 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.</p> <p><b>RL.4</b> 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 &amp; other authors.)</p> <p><b>W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>SL.3</b> 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.</p> <p><b>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>	<p style="text-align: center;"><b><u>Corresponding Standards</u></b></p> <p><b>RL.7</b> 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 by an American.)</p> <p><b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p><b>RI.7</b> Integrate and evaluate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.</p> <p><b>W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.</li> </ol> <p><b>W.9</b> Draw evidence from texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>grades 11–12 Reading standards</i> 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"). Apply <i>grades 11–12 Reading standards</i> 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 dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> </ol> <p><b>SL.4</b> 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.</p> <p><b>L.4</b> Determine or clarify the meaning of unfamiliar words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position/function in a sentence) as a clue to a term’s meaning.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>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.</li> <li>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).</li> </ol>	

## 2017-2018 ELA Curriculum Map English 11: Culturally Relevant Mexican American Viewpoint

AZCCRS	Social Justice Standards	Selected Readings of Complex Text	Big Ideas for Q2
<p><b>Constant Standards</b></p> <p>11.RL. 10 11.RI. 1,10 11.W. 5,6,10 11.SL. 1,2,6 11.L. 1,2,6</p>	<p><b>Identity 5</b> - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.</p> <p><b>Diversity 9</b> – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p><b>Diversity 10</b> – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p><b>Justice 13</b> – Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.</p> <p><b>Action 18</b> — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, American Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Always Running</i>, Luis Rodriguez <i>Zoot Suit</i>, Luis Valdez</p> <p><b>Recommended Short Texts: Choose 3-5</b> “Civil Disobedience,” Henry David Thoreau, p. 369 “I Am Joaquin/Yo Soy Joaquin,” Rodolfo Gonzales, p. 309 “The Legend of Gregorio Cortez,” Americo Paredes, p. 702</p> <p><b>Supplemental Readings:</b> <i>Original Sin</i>: Anthony Quinn “The Bloody Spot” by George Alvarez “La Adelita,” traditional ballad “Desamor,” Rosario Castellanos “Sonnet 30,” William Shakespeare</p> <p><b>Extended Text Adoptions:</b> <i>Beyond Courage</i>, Doreen Rappaport <i>Code Talker</i>, Joseph Bruchac <i>The Girl Who Fell from the Sky</i>, Heidi Durrow <i>Keeping Corner</i>, Kashmira Sheth</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> American Literature often explores the conflicts that have shaped our nation. <u>Writing:</u> Writers’ choice of words reflect their membership in various social, regional, and cultural groups.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do personal identities change as people move in and out of different communities, cultures, and contexts?</li> <li>In the face of adversity, what causes some individuals to prevail while others fail?</li> <li>How are people transformed through their relationships with others?</li> <li>How has moral conflict shaped our country?</li> </ol>

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Instructional and Assessment Guides	Additional Instructional Resources for Q2
<p><b>Summative Assessment:</b> An argumentative essay—Develop an argument about the use of non-violent protest. Is it ultimately more or less effective than violent protest? Provide evidence from this quarter’s readings.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Argumentative Writing Guide</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf">https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</a></p> <p><b>Argumentative Rubric</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2">https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2</a></p> <p><b>DOK Levels</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26">https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</a></p> <p><b>DOK Stems</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a">https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</a></p> <p><b>Hess’s Matrix</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e">https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a>  <a href="https://www.paideia.org/about-paideia/socratic-seminar/">https://www.paideia.org/about-paideia/socratic-seminar/</a></p> <p><b>Free Master Teacher Lesson Plans</b>  <a href="http://betterlesson.com/master_teacher_projects">http://betterlesson.com/master_teacher_projects</a></p> <p><b>Performance Level Descriptors</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7">https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7</a></p>	<p><b>Text of the essay “Coming Into Language,” Jimmy Santiago Baca</b>  <a href="https://pen.org/coming-language-0">https://pen.org/coming-language-0</a></p> <p><b>“The Ballad of Gregorio Cortez”</b>  <a href="https://www.youtube.com/watch?v=Ra9LQVaF5Ro">https://www.youtube.com/watch?v=Ra9LQVaF5Ro</a></p> <p><b>Text of the short story “El Hoyo,” Mario Suárez</b>  <a href="http://joyeottollearningportfolio.weebly.com/uploads/1/2/0/6/12065358/el_hoyo.pdf">http://joyeottollearningportfolio.weebly.com/uploads/1/2/0/6/12065358/el_hoyo.pdf</a></p> <p><b>Movie review of <i>La Bamba</i> (1987 DVD) by Roger Ebert</b>  <a href="http://www.rogerebert.com/reviews/la-bamba-1987">http://www.rogerebert.com/reviews/la-bamba-1987</a></p> <p><b>Luis J. Rodriguez TED Talk:</b>  <a href="https://www.youtube.com/watch?v=G6ZEZBD-1fM">https://www.youtube.com/watch?v=G6ZEZBD-1fM</a></p>

## 2017-2018 ELA Curriculum Map English 11: Culturally Relevant Mexican American Viewpoint

<b>Reading Focus: Informational</b> <b>Writing Focus: Argumentative</b>	<b>Unifying Concept:</b> <b>FAMILY &amp; KINSHIP</b>	<b>Quarter</b> <b>3</b>
<p style="text-align: center;"><b><u>Highly-Leveraged Standards</u></b></p> <p><b>RI.3</b> Evaluate the effect of the presentation of 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.</p> <p><b>RI.6</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>W.8</b> Gather relevant information from multiple authoritative print and digital sources; 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 follow a standard format for citation.</p> <p><b>L.3</b> 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. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p style="text-align: center;"><b><u>Corresponding Standards</u></b></p> <p><b>RL.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, or irony).</p> <p><b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p><b>RI.9</b> 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.</p> <p><b>W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. 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.</li> <li>c. 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.</li> <li>d. Establish and maintain a formal style and objective tone while abiding by norms and conventions of the discipline in which they are writing</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>W.7</b> 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.</p> <p><b>SL.5</b> 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.</p>	

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AZCCRS	Social Justice Standards	Selected Readings of Complex Text	Big Ideas for Q3
<p><b>Constant Standards</b></p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,5,6,10 11.SL. 1,2,6 11.L. 1,2,6</p>	<p><b>Identity 5</b> - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.</p> <p><b>Diversity 9</b> – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p><b>Diversity 10</b> – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p><b>Justice 13</b> – Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.</p> <p><b>Action 18</b> — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, American Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Mexican Whiteboy</i>, Matt De La Peña <i>Let Their Spirits Dance</i>, Stella Pope Duarte <i>Enrique’s Journey</i> Sonia Nazario</p> <p><b>Recommended Short Texts: Choose 3-5</b> “Ironing Their Clothes,” Julia Alvarez, p. 814 “Ending Poem,” Aurora Levins Morales and Rosario Morales, p.416 “Tia Chuca,” Luis J. Rodriguez, p. 416</p> <p><b>Supplemental Readings:</b> “Blackjack,” Alicia Gaspar de Alba “Burning House Poems,” Anne Bradstreet &amp; Jimmy Santiago Baca “A Marriage of Mutes,” Ana Castillo “Perras,” Sandra Cisneros “El Sapo” David Rice “ ‘Mexican’ Is Not a Noun,” Francisco Alarcón</p> <p><b>Extended Text Adoptions:</b> <i>A Long Way Gone: Memoirs of a Boy Soldier</i>, Ishmael Beah <i>Between Shades of Gray</i>, Ruta Sepetys</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> Literature explores how people face challenges and explore the unknown. <u>Writing:</u> Effective writers use informational writing, including statistics, facts, and anecdotes to inform, explain, and report.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do we gain when we learn about the lived experiences of other people?</li> <li>2. How varied are the depictions of family in literature?</li> <li>3. Why is family life often at the center of a story’s conflict?</li> </ol>



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Instructional and Assessment Guides	Additional Instructional Resources For Q3
<p><b>Summative Assessment:</b> An explanatory essay comparing the way families are depicted in two of the works read this quarter.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>Informative/Explanatory Writing Guide</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3">https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</a></p> <p><b>Informative/Explanatory Rubric</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae">https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</a></p> <p><b>DOK Levels</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26">https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</a></p> <p><b>DOK Stems</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a">https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</a></p> <p><b>Hess's Matrix</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e">https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a>  <a href="https://www.paideia.org/about-paideia/socratic-seminar/">https://www.paideia.org/about-paideia/socratic-seminar/</a></p> <p><b>Free Master Teacher Lesson Plans</b>  <a href="http://betterlesson.com/master_teacher_projects">http://betterlesson.com/master_teacher_projects</a></p> <p><b>Performance Level Descriptors</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7">https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7</a></p>	<p><b>Interview with Matt De La Peña:</b>  <a href="https://www.youtube.com/watch?v=M6uUsUnlEmk">https://www.youtube.com/watch?v=M6uUsUnlEmk</a></p> <p><b>History of San Diego's Chicano Park:</b>  <a href="http://chicano-park.com/cpscbattleof.html">http://chicano-park.com/cpscbattleof.html</a></p> <p><b>Article by Adrián Burgos, Jr., about Latinos and racial issues in baseball:</b>  <a href="http://www.sportingnews.com/mlb/news/ted-williams-latino-baseball-roberto-clemente-michael-beschloss/6w1zrmx9mzcb1ameu0mh57n2j">http://www.sportingnews.com/mlb/news/ted-williams-latino-baseball-roberto-clemente-michael-beschloss/6w1zrmx9mzcb1ameu0mh57n2j</a></p> <p><b>Who is Dayani Cristal? (Trailer for the 2013 DVD Documentary)</b>  <a href="http://whoisdayanicristal.com/">http://whoisdayanicristal.com/</a></p> <p><b>Clips from the film <i>Mi Familia</i> (1995 DVD)</b>  <a href="https://www.youtube.com/watch?v=DYdawHjNIL8">https://www.youtube.com/watch?v=DYdawHjNIL8</a></p> <p><b>Enrique's Journey Web cite:</b>  <a href="http://www.enriquesjourney.com/educators-students/high-school/">http://www.enriquesjourney.com/educators-students/high-school/</a></p>

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<b>Reading Focus: Literature</b> <b>Writing Focus: Narrative</b>	<b>Unifying Concept:</b> <b>FATE &amp; FREE WILL</b>	<b>Quarter</b> <b>4</b>
<p style="text-align: center;"><b><u>Highly-Leveraged Standards</u></b></p> <p><b>RL.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.5</b> 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.</p> <p><b>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> <ol 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> </ol> <p><b>SL.3</b> 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.</p>	<p style="text-align: center;"><b><u>Corresponding Standards</u></b></p> <p><b>RL.7</b> 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.)</p> <p><b>RI.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RI.7</b> 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.</p> <p><b>W.6</b> 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.</p> <p><b>W.8</b> 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.</p> <p><b>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ol>	

## 2017-2018 ELA Curriculum Map English 11: Culturally Relevant Mexican American Viewpoint

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<p><b>Constant Standards</b></p> <p>11.RL.1,10 11.RI. 1,10 11.W. 4,5,10 11.SL. 1,2,6 11.L. 1,2,6</p>	<p><b>Identity 5</b> - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.</p> <p><b>Diversity 9</b> – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p><b>Diversity 10</b> – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p><b>Justice 13</b> – Students can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.</p> <p><b>Action 18</b> — Students have the courage to speak up to people when their words, actions or views are biased and hurtful, and students will communicate with respect even when we disagree.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, American Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>The Devil’s Highway</i>, Luis Alberto Urrea <i>Burro Genius</i>, Victor Villaseñor <i>What Can’t Wait</i>, Ashley Hope Pérez</p> <p><b>Recommended Short Texts: Choose 3-5</b> “Refugee Ship,” Dorna Lee Cervantes, p. 895 “The Latin Deli: An Ars Poetica,” Judith Ortiz Cofer, p. 1223 “Mexicans Begin Jogging,” Gary Soto, p. 1194 “Legal Alien,” Pat Mora, p. 1194</p> <p><b>Supplemental Readings:</b> “The Irish Orphan Abduction,” Margaret Regan “Immigrants,” Pat Mora “Red Wagons,” Ana Castillo Excerpts from <i>Crossing Borders</i>, Sergio Troncosco</p> <p><b>Extended Text Adoptions:</b> <i>Blasphemy</i>, Sherman Alexie</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> Literature serves as a cultural lens for examining characters’ choices. <u>Writing:</u> People write for a variety of purposes, which includes calling attention to political/societal issues.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. In what ways does diversity influence power and privilege?</li> <li>2. How is empathy a seed of social action?</li> <li>3. What role does optimism play in society?</li> <li>4. Why is it important to stand up to injustice?</li> </ol>

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Assessment Guides	Instructional Resources for Q4
<p><b>Summative Assessment:</b> A narrative essay about a personal experience describing how either fate or choice affected the outcome.</p> <p><b>Formative Assessments:</b> Short, weekly writing responses to open-ended prompts; summaries; a reading log with reflections and vocabulary notes; responses in class discussions, graphic organizers, and self-evaluations.</p> <p><b>DOK Levels</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26">https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</a></p> <p><b>DOK Stems</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a">https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</a></p> <p><b>Hess’s Matrix</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e">https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a>  <a href="https://www.paideia.org/about-paideia/socratic-seminar/">https://www.paideia.org/about-paideia/socratic-seminar/</a></p> <p><b>Free Master Teacher Lesson Plans</b>  <a href="http://betterlesson.com/master_teacher_projects">http://betterlesson.com/master_teacher_projects</a></p> <p><b>Performance Level Descriptors</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7">https://cms.azed.gov/home/GetDocumentFile?id=583ca0b5aadebe13d87d42e7</a></p>	<p><b>Do people choose to be poor—or is it fate—or something else?</b>  <a href="https://www.youtube.com/watch?v=QPKKOnijnsM">https://www.youtube.com/watch?v=QPKKOnijnsM</a></p> <p><b>Do people “choose” where to live? Housing Discrimination &amp; Federal Policy:</b>  <a href="https://www.youtube.com/watch?v=LGRjW-bsCIA">https://www.youtube.com/watch?v=LGRjW-bsCIA</a></p> <p><b>Atlantic Article on free will:</b>  <a href="https://www.theatlantic.com/magazine/archive/2016/06/theres-no-such-thing-as-free-will/480750/">https://www.theatlantic.com/magazine/archive/2016/06/theres-no-such-thing-as-free-will/480750/</a></p> <p><b>Trailer for movie <i>Lone Star</i> (1996 DVD)</b>  <a href="https://www.youtube.com/watch?v=fhd8AHbp2c4">https://www.youtube.com/watch?v=fhd8AHbp2c4</a></p> <p><b>Trailer for movie <i>Siete Soles</i> (2008 DVD)</b>  <a href="https://www.youtube.com/watch?v=SSvObPMZ-1g">https://www.youtube.com/watch?v=SSvObPMZ-1g</a></p> <p><b>NPR interview of Sergio Troncoso, author of <i>Crossing Borders: Personal Essays</i>.</b>  <a href="http://www.npr.org/2014/03/24/293673948/troncoso-family-finds-success-on-u-s-side-of-border-with-mexico">http://www.npr.org/2014/03/24/293673948/troncoso-family-finds-success-on-u-s-side-of-border-with-mexico</a></p> <p><b>Pima County Migrant Death Data Base:</b>  <a href="https://radio.azpm.org/p/kuaz-featured/2013/5/6/24193-pima-county-unveils-migrant-death-database/">https://radio.azpm.org/p/kuaz-featured/2013/5/6/24193-pima-county-unveils-migrant-death-database/</a></p> <p><b>Devils Highway Interview:</b>  <a href="https://www.youtube.com/watch?v=kt9vCGPbuLI">https://www.youtube.com/watch?v=kt9vCGPbuLI</a></p> <p><b>Luis Alberto Urrea TED Talk:</b>  <a href="https://www.youtube.com/watch?v=i6ta7DQUKLO">https://www.youtube.com/watch?v=i6ta7DQUKLO</a></p>

<sup>1</sup> **Highly-leveraged Standards** are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels). This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.

<sup>2</sup> **Corresponding Standards** are integral to achieve mastery of the Highly-Leveraged Standards.

<sup>3</sup> **Constant Standards** are repeatedly addressed to reinforce grade-level mastery.

<sup>4</sup> **Social Justice Standards** (formerly known as the Teaching Tolerance Anti-bias Framework) are comprised of anchor standards and age-appropriate learning outcomes divided into four domains—Identity, Diversity, Justice and Action (IDJA). [http://www.tolerance.org/sites/default/files/general/TT\\_Social%20Justice%20Standards\\_web\\_0.pdf](http://www.tolerance.org/sites/default/files/general/TT_Social%20Justice%20Standards_web_0.pdf)