

## 2017-2018 ELA Curriculum Map English 12: Culturally Relevant Mexican American Viewpoint

<b>Reading Focus: Literature</b> <b>Writing Focus: Narrative</b>	<b>Unifying Concept:</b> <b>FEMINISM &amp; MASCULINITY</b>	<b>Quarter</b> <b>1</b>
<p style="text-align: center;"><b><u>Highly-Leveraged Standards<sup>1</sup></u></b></p> <p><b>RL.1</b> Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.</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.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</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.</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.             <ol style="list-style-type: none"> <li>a. Interpret figures of speech in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ol> </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>	<p style="text-align: center;"><b><u>Corresponding Standards<sup>2</sup></u></b></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 as well as other authors.)</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.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.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.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>W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply <i>grades 11–12 Reading standards</i> to literature.</li> <li>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction.</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>	

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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>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.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 within 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 14</b> – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p><b>Action 19</b> — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, British Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Woman Hollering Creek</i>, Sandra Cisneros <i>Rain of Gold</i>, (Excerpts From) Victor Villaseñor. <i>Women Who Live in Coffee Shops</i> Stella Pope Duarte <i>Into the Beautiful North</i>, Luis Alberto Urrea</p> <p><b>Recommended Short Texts: Choose 3-5</b> “La conciencia de mestiza: Towards New Consciousness,” Gloria Anzaldúa “You Men Who Fault Women,” Sor Juana Inez de la Cruz “To His Coy Mistress” by Andrew Marvel p. 463 “Female Orations” Margaret Cavendish p. 493 “Wyoming Crossing Thoughts,” Ana Castillo “I Danced with the Prettiest Girl,” Dagoberto Gilb “Sonnet 20,” William Shakespeare “A Review of M. Guttman’s ‘The Meaning of Macho,’” <a href="http://www.h-net.org/reviews/showrev.php?id=2229">http://www.h-net.org/reviews/showrev.php?id=2229</a></p> <p><b>Extended Text Adoptions:</b> <i>Uprising: A New Age is Dawning for Every Mother’s Daughter</i>, Sally Armstrong</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> <u>Reading:</u> Literature can challenge or promote stereotypical gender roles.</p> <p><u>Writing:</u> Effective writers use carefully selected textual evidence to support their ideas.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do cultural stereotypes influence our behavior?</li> <li>2. How do authors challenge or promote cultural stereotypes?</li> <li>3. What role does culture play in perpetuating stereotypical gender roles?</li> <li>4. What is the impact of gender roles on creating role models in a society?</li> </ol>
Assessment and Instructional Guides		Additional Instructional Resources for Q1	
<p><b>Summative:</b> Explanatory essay prompt: Citing textual evidence, discuss the cultural and gender stereotypes in one of this quarter’s readings.</p> <p><b>Formative:</b> College/ Scholarship essay, reading log with reflections and vocabulary notes, responses to class discussions 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="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>		<p><b>Walkout (select scenes from film)</b> <a href="https://www.youtube.com/watch?v=hgOAulGm9WI">https://www.youtube.com/watch?v=hgOAulGm9WI</a></p> <p><b>Real Women Have Curves (select scenes from film)</b> <a href="https://www.youtube.com/watch?v=2aUPzR37YiA">https://www.youtube.com/watch?v=2aUPzR37YiA</a></p> <p><b>Academic Journal article from Julian Chambliss:</b> “Superhero Comics: Artifacts of the U.S. Experience”</p> <p><b>Article on the creator of Wonder Woman</b> <a href="http://www.smithsonianmag.com/arts-culture/origin-story-wonder-woman-180952710/">http://www.smithsonianmag.com/arts-culture/origin-story-wonder-woman-180952710/</a></p> <p><b>TED Talk on the status of women in the world</b> <a href="https://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice">https://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice</a></p> <p><b>TED Talk on manhood</b> <a href="https://www.ted.com/talks/tony_porter_a_call_to_men">https://www.ted.com/talks/tony_porter_a_call_to_men</a></p>	

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<b>Reading Focus: Informational</b> <b>Writing Focus: Informative</b>	<b>Unifying Concept:</b> <b>LANGUAGE &amp; IDENTITY</b>	<b>Quarter</b> <b>2</b>
<p style="text-align: center;"><b><u>Highly-Leveraged Standards</u></b></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.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition, including whether the structure makes points clear, convincing, &amp; engaging.</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, varied transitions &amp; syntax to link the major sections of the text, create cohesion, &amp; clarify the relationships among complex ideas/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.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing 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 or function in a sentence) as a clue to the meaning of a term.</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.</li> </ol>	<p style="text-align: center;"><b><u>Corresponding Standards</u></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>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, including determining where the text leaves matters uncertain.</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.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>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 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> <li>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.</li> </ol> <p><b>12. 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> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>) as needed.</li> </ol>	

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas for Q2
<p><b>Constant Standards</b></p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.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 within 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 14</b> – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p><b>Action 19</b> — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, British Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Drink Cultura</i>, José Antonio Burciaga <i>A Place to Stand</i>, Jimmy Santiago Baca</p> <p><b>Recommended Short Texts: Choose 3-5</b> “Johnwannabechicano,” Michele Serros (poem) “How to Tame a Wild Tongue,” Gloria Anzaldúa <i>Hunger of Memory</i>, Richard Rodríguez “Right in One Language,” Carmen Tafolla “Immigration—and the Curse of the Black Legend,” Tony Horwitz “The Browning of America,” Suzy Hansen “English Con Salsa” by Gina Valdés (poem) “The Somebody” Danny Santiago <a href="http://shortandsweet09.blogspot.com/2009/10/somebody-by-danny-santiago.html">http://shortandsweet09.blogspot.com/2009/10/somebody-by-danny-santiago.html</a> "Poem for the Young White Man..." – Lorna Dee Cervantes “Talking with Mi Gente,” Carmen Fought (<i>Language Magazine</i>) <a href="http://www.pbs.org/speak/seatosea/americanvarieties/chicano/">http://www.pbs.org/speak/seatosea/americanvarieties/chicano/</a></p> <p><b>Extended Text Adoptions:</b> <i>A Wreath for Emmett Till</i>, Marilyn Nelson <i>October Mourning</i>, Lesléa Newman</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> The power and status of particular languages and dialects change over time. <u>Writing:</u> Effective writers support their claims using strong evidence and logical reasoning.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>Standard English generally has the most power and status in the U.S. today, but under what circumstances does that status at times change?</li> <li>How does a reader’s perspective change when a narrator switches from first person to second or third person?</li> </ol>
Assessment and Instructional Guides		Additional Instructional Resources for Q2	
<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="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>		<p><b>Interview with Jimmy Santiago Baca</b> <a href="https://www.youtube.com/watch?v=nmdLgY2iums">https://www.youtube.com/watch?v=nmdLgY2iums</a></p> <p><b>The Best of Cultural Clash (video):</b> <a href="https://www.youtube.com/watch?v=SjYKgQOYJJo">https://www.youtube.com/watch?v=SjYKgQOYJJo</a></p> <p><b>Cheech Marin on Chicano identity:</b> <a href="https://www.youtube.com/watch?v=07pANazoyJg">https://www.youtube.com/watch?v=07pANazoyJg</a></p> <p><b>Dr. Henry Louis Gates interviews Eva Longoria on her ethnic identity:</b> Part 1: <a href="https://www.youtube.com/watch?v=Po3K_ksBBd0">https://www.youtube.com/watch?v=Po3K_ksBBd0</a> Part 2: <a href="https://www.youtube.com/watch?v=pW12ARI10FO">https://www.youtube.com/watch?v=pW12ARI10FO</a></p> <p><b>Summative Assessment:</b> An argumentative essay in response to the following prompt: When literature deviates from the use of Standard English by mixing in non-standard English words or phrases from other languages, does it tend to enrich or devalue the English language?</p> <p><b>Formative Assessment:</b> Short writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions and self-evaluations.</p>	

## 2017-2018 ELA Curriculum Map English 12: Culturally Relevant Mexican American Viewpoint

<b>Reading Focus: Informational</b> <b>Writing Focus: Argumentative</b>	<b>Unifying Concept:</b> <b>CRIME FICTION &amp; NON-FICTION</b>	<b>Quarter</b> <b>3</b>
<p style="text-align: center;"><b><u>Highly-Leverages Standards</u></b></p> <p><b>RI.3</b> 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.</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>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.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 attending to the 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>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.</p> <ol style="list-style-type: none"> <li>a. 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.</li> </ol>	<p style="text-align: center;"><b><u>Corresponding Standards</u></b></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, irony, or understatement).</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.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>b. 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.5</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	

## 2017-2018 ELA Curriculum Map English 12: Culturally Relevant Mexican American Viewpoint

AZCCRS	Social Justice Standards	Selected Readings of Complex Text	Big Ideas for Q3
<p><b>Constant Standards</b></p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.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 within 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 14</b> – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p><b>Action 19</b> — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, British Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Zia Summer</i>, Rudolfo Anaya <i>Desert Blood: The Juárez Murders</i>, Alicia Gaspar de Álba</p> <p><b>Recommended Short Texts: Choose 3-5</b> <i>The Ballad of Rocky Ruiz</i>, Manuel Ramos (excerpts) “The Murders in the Rue Morgue,” Edgar Allen Poe <a href="http://www.mysterynet.com/edgar-allan-poe/murders-in-the-rue-morgue-full/">http://www.mysterynet.com/edgar-allan-poe/murders-in-the-rue-morgue-full/</a> “The Development of Detective Fiction” (handout) <i>The Ballad of Gato Guerrero</i>, Manuel Ramos (excerpt)</p> <p><b>Extended Text Adoptions:</b> <i>Girl Who Spoke with Pictures, The</i>, Eileen Miller</p>	<p><b>Enduring Understandings:</b> <b>Reading:</b> The concepts of good and evil are subjective and evolve through time. <b>Writing:</b> Effective writers use information from a variety of sources to support their claims.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does society develop and exhibit morality?</li> <li>2. What are the origins of evil?</li> <li>3. How have Mexican American authors used crime fiction and non-fiction to reflect the experiences and values of the Mexican American community?</li> </ol>
Instructional and Assessment Guides		Additional Instructional Resources for Q3	
<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="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>		<p><b>Interview with Molly Malloy: “Story of the Juarez Femicides a Myth”</b> <a href="http://www.texasobserver.org/qa-molly-molloy-story-juarez-femicides-myth/">http://www.texasobserver.org/qa-molly-molloy-story-juarez-femicides-myth/</a></p> <p><b>“Random Thoughts About Detective Fiction,” Manuel Ramos</b> <a href="http://labloga.blogspot.com/2014/12/random-thoughts-about-detective-fiction.html">http://labloga.blogspot.com/2014/12/random-thoughts-about-detective-fiction.html</a></p> <p><b>Speech: “Declaration of Conscience,” Margaret Chase</b></p> <p><b>Article: “What Do We Mean By ‘Evil?’”</b></p> <p><b>Summative Assessment:</b> Among the characters covered in this quarter’s readings, who most exemplified evil? Compose an argumentative essay and use textual support to justify your position.</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>	

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Reading Focus: Literature Writing Focus: Argumentative	Unifying Concept: THE AMERICAN DREAM	Quarter 4
<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 a 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.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 style="padding-left: 20px;">a. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <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.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">a. Observe hyphenation conventions.</p> <p style="padding-left: 20px;">b. Spell correctly</p>	<p style="text-align: center;"><b><u>Corresponding Standards</u></b></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>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>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> <p style="padding-left: 20px;">f. 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.</p> <p style="padding-left: 20px;">g. 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.</p> <p style="padding-left: 20px;">h. 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.</p> <p style="padding-left: 20px;">i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p style="padding-left: 20px;">e. Provide a concluding statement or section that follows from and supports the argument presented.</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>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>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	Student Standards	Selected Readings of Complex Text	Big Ideas for Q4
<p><b>Constant Standards</b></p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.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 within 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 14</b> – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p><b>Action 19</b> — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature, British Literature</i></p> <p><b>Recommended Extended Texts: Choose 1-2</b> <i>Dr. Q: My Journey from Migrant Farm Worker to Brain Surgeon</i>, A. Quiñones-Hinojosa <i>Two Badges: The Lives of Mona Ruiz</i>, Mona Ruiz <i>Sammy and Juliana in Hollywood</i>, Benjamin Alire Saenz</p> <p><b>Recommended Short Texts: Choose 3-5</b> “Los Vendidos,” Luis Valdez “The Concrete River,” Luis Rodriguez <a href="https://www.poets.org/poetsorg/poem/concrete-river">https://www.poets.org/poetsorg/poem/concrete-river</a> “Annie Says,” Michele Serros The U.S. Constitution &amp; Right-to-Work Laws (handout) “Tire Shop,” Jimmy Santiago Baca <a href="http://www.english.illinois.edu/maps/poets/a_f/baca/online.htm">http://www.english.illinois.edu/maps/poets/a_f/baca/online.htm</a> “Work: #2 (Tolerance),” Jack López</p> <p><b>Extended Text Adoptions:</b> <i>Out of Shadows</i>, Jason Wallace <i>The Boy Who Harnessed the Wind</i>, William Kamkwamba</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> Authors use language to influence audiences in a variety of contexts. <u>Writing:</u> Effective writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do authors use their character’s jobs and their work ethic to reveal the characters’ values and dreams?</li> <li>How does literature portray the contributions of Mexican American workers to the U.S. economy?</li> </ol>
Instructional and Assessment Guides		Additional Instructional Resources for Q4	
<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="http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf">http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</a></p>		<p><b>Interview with Ellen Ochoa, astronaut and NASA administrator:</b> <a href="https://www.youtube.com/watch?v=ATud_RaItDY">https://www.youtube.com/watch?v=ATud_RaItDY</a></p> <p><b>Interview with restaurant critic and author Gustavo Arellano</b> <a href="https://www.youtube.com/watch?v=-XJGD6OQ-zE">https://www.youtube.com/watch?v=-XJGD6OQ-zE</a></p> <p><b>CNN Interview with Dr. Q:</b> <a href="https://www.youtube.com/watch?v=eGCs2LHPtXM">https://www.youtube.com/watch?v=eGCs2LHPtXM</a></p> <p><b>Trailer for movie <i>A Better Life</i></b> <a href="https://www.youtube.com/watch?v=mwIzW7yk3ZI">https://www.youtube.com/watch?v=mwIzW7yk3ZI</a></p> <p><b>Trailer for <i>Day Without a Mexican</i></b> <a href="https://www.youtube.com/watch?v=cYJefhxMkrQ">https://www.youtube.com/watch?v=cYJefhxMkrQ</a></p> <p><b>Interview with Lalo Alcaraz about becoming a satirical cartoonist:</b> <a href="https://www.youtube.com/watch?v=US7G-03RoW0">https://www.youtube.com/watch?v=US7G-03RoW0</a></p> <p><b>Summative Assessment:</b> Based on our readings &amp; your experiences, compose an argument: Is it still possible for most Mexican Americans to achieve the American Dream?</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>	



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<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)