

## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

### Intro to Secondary Literacy Focus Areas

**ANYTHING UNDERLINED IS A LINK!**

### Assessment List

**MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS**

Gr10\_Multicultural Literature\_CMap

Gr9-10\_ELD\_CMap

	<b>1<sup>st</sup> Quarter: Aug 24-Oct 27, 2023</b>	<b>2<sup>nd</sup> Quarter: Oct 30-Jan 23, 2024</b>	<b>3<sup>rd</sup> Quarter: Jan 24-April 8, 2024</b>	<b>4<sup>th</sup> Quarter: April 9-June 11, 2024</b>
Links to unit folders and unit pacing guides	<p><u>Unit 1:</u> <u>Native-Indigenous Literature</u></p> <p><u>MCL Curriculum Outline O1</u></p>	<p><u>Unit 2:</u> <u>Black American/African-American Literature</u></p> <p><u>MCL Curriculum Outline O2</u></p>	<p><u>Unit 3:</u> <u>Asian American and Pacific-Islander Literature</u></p> <p><u>MCL Curriculum Outline O3</u></p>	<p><u>Unit 4:</u> <u>Chicana/o Latina/o Literature</u></p> <p><u>MCL Curriculum Outline O4</u></p>
<b>District Assessments</b>				
State and District Assessments	<p><i>Diagnostic: <u><a href="#">i-Ready</a></u> August 28-September 22</i></p> <p><b>District Assessment:</b> ELD Benchmark <i>Sep 25 - Oct 20</i> <b>Gr9-10_ELD_Listening</b> <b>Gr9-10_ELD_Reading</b> <b>Gr9-10_ELD_Speaking</b> <b>Gr9-10_ELD_Writing</b></p>	<p><i>Diagnostic: <u><a href="#">i-Ready</a></u> Jan 8 - Feb 2</i></p> <p><b>District Assessment:</b> Writing Benchmark 1 Explanatory/Informative <i>November 6-17</i> Essay completed in MasteryConnect <b>Gr 10_Q2_Informative PT</b></p> <p><b>Essay Prompt:</b> <u>Select a Black Author and explain how they have used their literature to resist social injustice.</u></p> <p>SBAC Rubric Focus: <b><u>Informative-Explanatory</u></b></p>	<p style="text-align: center;"><b>ELPAC</b> <i>February 1 - March 28</i></p> <p><b>District Assessment:</b> Writing Benchmark 2 Argumentative <i>March 11-22</i> Essay completed in Mastery Connect <b>Gr 10_Q3_Argumentative PT</b></p> <p><b>Essay Prompt:</b> <u>Argue your position/perspective. do you believe there is such a thing as a positive stereotype? Why or Why not?</u></p> <p>SBAC Rubric Focus: <b><u>Argument</u></b></p>	<p><i>Diagnostic: <u><a href="#">i-Ready</a></u> May 1-June 11</i></p>

**2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature**

**Optional Common Assessments**

	<p align="center"><b>October 9-13</b>  <b>Senior Portfolio:</b>  <u><a href="#">UC Insight Prompt # 4</a></u>  <i>and</i>  <u><a href="#">MCL E-Book Project</a></u></p> <p><b>Explanatory/Informative</b>          Essay completed in MasteryConnect</p> <p align="center"><b>Gr 10_Q1_Informative PT</b></p> <p><b>Essay Prompt:</b>  <u><a href="#">How has a person of my choice shown resistance against injustice?</a></u></p> <p align="center">SBAC Rubric Focus:  <u><a href="#">Informative-Explanatory</a></u></p>			<p align="center"><b>May 22-June 6</b>  <b>Senior Portfolio:</b>  <u><a href="#">UC Insight Prompt # 5</a></u>  <i>and</i>  <u><a href="#">MCL E-Book Project</a></u></p> <p><b>Argumentative Essay Prompt:</b>          Essay completed in MasteryConnect</p> <p align="center"><b>Gr 10_Q4_Informative PT</b></p> <p><b>Essay Prompt:</b>  <i>Should you conform to cultural expectations when deciding/discovering your own identity?</i></p> <p align="center">SBAC Rubric Focus:  <u><a href="#">Argument</a></u></p>
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**Optional Senior Portfolio (in Google Drive)**

	<p align="center"><b>Senior Portfolio:</b>  <u><a href="#">UC Insight Prompt # 4</a></u></p>			<p align="center"><b>Senior Portfolio:</b>  <u><a href="#">UC Insight Prompt # 5</a></u></p>
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**Ethnic Studies Guiding Principles**

	<p>1. Cultivate empathy within communities of people of color POC, especially Native people in order to; build bonds, self-worth, self-determination, and seek the well-being of all</p>	<p>1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.</p>	<p>1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.</p>	<p>4. Critique empire, white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of</p>
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## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

	<p>participants.</p> <p>2. Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p> <p>3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.</p>	<p>6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p>	<p>5. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>6. Connect ourselves to past and current resistance movements that struggle for social justice on the global and local levels.</p>	<p>our society.</p> <p>7. Conceptualize, imagine, and build new possibilities for post-imperial life that promotes <i>collective narratives of</i> transformative resistance, critical hope, and radical healing.</p>
<b>Essential Question</b>	<p>How have Native authors illustrated resistance, in their writings, against the ill effects of colonization and imperialism?</p>	<p>Explain what strategies did black authors (details, facts, information) utilize to recognize and address their vantage point in regards to cultural injustice?</p>	<p>How do authors demonstrate the pressure to fit in and succeed for Asian American/Pacific Islander immigrants, is there such a thing as a positive stereotype?</p>	<p>Argue your position: Should you place value on your culture in regard to whom you wish to become?</p>
<b>Objectives</b>	<p><b>Students will:</b></p> <p>1. Engage in a critical understanding of and appreciation for the diverse oral and written literatures and histories of Native Americans</p> <p>2. Examine how past and current United States policy has shaped the Native experience in America, which has been captured in literature</p>	<p><b>Students will:</b></p> <p>1. Engage in Literary criticism and determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it brings cultural awareness.</p> <p>2. Examine how African American literature recognizes and addresses institutional racism within American Society</p>	<p><b>Students will:</b></p> <p>1. Analyze the complexities of the Asian-American and Pacific-Islander immigrant experience.</p> <p>2. Examine the history of dominant American culture and its effects on Asian Americans and Pacific Islanders.</p> <p>3. Analyze how stereotypes and prejudices have shaped the Asian-American experience.</p> <p>4. Write argumentative texts to</p>	<p><b>Students will:</b></p> <p>1. Examine the historical issues in relation to gender in the Chicana/o Latina/o community and how they are (re)presented by Chicana authors</p> <p>2. Analyze the impact of the borderland experiences captured in the readings by Chicana authors and their impact on their identity</p> <p>3. Argue how gender roles, expectations, and patriarchy are</p>

## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

	3. Compare, contrast, and draw connections between Native American literary texts and make connections to a student’s own experiences.	3. Construct an informative/explanatory essay to convey the thesis, analyze text, and write about the strategies the African American authors used to build their vantage point	examine and convey complex ideas regarding their personal connections to literature.	illustrated in the texts, and its role on the identity of the Chicana authors.
<b>Essential Standards</b>	<p><u>RL.2 – 10<sup>th</sup> Grade:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>W.10.2</u> 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> <p><u>W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.3</p>	<p><u>RL.9-10.1</u> 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><u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>	<p><u>RL.2 – 10<sup>th</sup> Grade:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>W.1a-e 10<sup>th</sup> Grade –</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>SL. 3- 10<sup>th</sup> Grade:</u> 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><u>L.1b - 10<sup>th</sup> Grade:</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival,</p>	<p><u>RL. 9-10.6 10th Grade:</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p><u>RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RL.9-10.1</u> 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><u>W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>SL.3-10<sup>th</sup> Grade:</u> 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><u>L.9-10.3</u> 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>	<p>meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p><u>RI.9-10.6</u> 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.</p> <p><u>RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</p>	<p>adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest in writing or presentations.</p>	<p>(A-E)</p> <p><u>SL.4 - 10th Grade:</u> Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>CA b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.</p> <p><u>SL.5 - 10th Grade:</u> 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> <p><u>L.6 - 10th Grade:</u> Acquire and use accurately general academic and domain-specific words and phrases,</p>
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## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

		<p>through the effective selection, organization, and analysis of content.</p> <p><u>W.9-10.4</u> 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 above.)</p> <p><u>W.9-10.5</u> 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 9-10 here.)</p> <p><u>W.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>SL.1-10<sup>th</sup> Grade:</u></p>		<p>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.</p>
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**2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature**

		<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p><u>L.1b - 10<sup>th</sup> Grade:</u>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest in writing or presentations.</p>		
<b>ELD</b>	<b>Part I: Interacting in</b>	<b>Part I: Interacting in</b>	<b>Part I: Interacting in Meaningful</b>	<b>Part I: Interacting in</b>

## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

<p><b>Standards</b></p>	<p><b>Meaningful Ways</b>  <u>B.5 – Interpretive</u>                      5. Listening actively and asking/answering questions about what was heard</p> <p><u>B.6 – Interpretive</u>                      Reading closely and explaining interpretations/ideas from reading</p> <p><u>C.9 – Productive</u>                      Expressing information and ideas in oral presentations</p> <p><u>C.10 – Productive</u>                      Composing/writing literary and informational texts</p> <p><b>Part II. Learning About How English Works</b>  <u>C.6 – Connecting and Condensing Ideas</u>                      Connecting Ideas within sentences by combining clauses</p>	<p><b>Meaningful Ways</b>  <u>B.5 – Interpretive</u>                      5. Listening actively and asking/answering questions about what was heard</p> <p><u>B.6 – Interpretive</u>                      Reading closely and explaining interpretations/ideas from reading</p> <p><u>C.9 – Productive</u>                      Expressing information and ideas in oral presentations</p> <p><u>C.10 – Productive</u>                      Composing/writing literary and informational texts</p> <p><b>Part II. Learning About How English Works</b>  <u>C.6 – Connecting and Condensing Ideas</u>                      Connecting Ideas within sentences by combining clauses</p>	<p><b>Ways</b>  <u>A.3 – Collaborative</u>                      Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p><u>B.6 – Interpretive</u>                      Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p><u>B.7 – Interpretive</u>                      Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence</p> <p><u>C.11 – Productive</u>                      Justifying own arguments and evaluating others arguments in writing</p> <p><b>Part II. Learning About How English Works</b>  <u>C.6 – Connecting and Condensing Ideas</u>                      Connecting Ideas within sentences by combining clauses</p>	<p><b>Meaningful Ways</b>  <u>A.1 - Collaborative</u>                      Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p><u>C.9 - Productive</u>                      Expressing information and ideas in formal oral presentations on academic topic</p> <p><b>Part II. Learning About How English Works</b>  <u>C.6-7 - Connecting and Condensing Ideas</u>                      6. Connecting ideas                      7. Condensing ideas</p>
<p><b>Additional Standards</b></p>	<p>RL 1                      RI 1 RI 2, RI 3, RI 4</p>	<p>RI 5, RI 7, RI 9                      W 4, W 5, W7, W 9a–b,</p>	<p>RL 4, RL 5,                      RI 1, RI 6</p>	<p>RL 2, RL 4, RL 9,                      RI 8</p>



## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

	<p>W 4, W 9a–b</p> <p>SL 1, SL 5</p> <p>L 4, L 5a</p>	<p>SL 1a, SL 4, SL 5, SL 6</p> <p>L 3, L 4a, L 4b</p>	<p>W 1, W 2, W 2b, W 3a–b, W 3e, W 5, W 7, W 9</p> <p>SL 1a, SL 4, SL 5, SL 6</p> <p>L 3, L 4a, L 4b</p>	<p>W 4 W.10.3, W6, W9</p> <p>SL 1, SL 1a–d,</p> <p>L 1b, L 3, L 4, L 4b, L 4c, L 5a, L 5b</p>
<p><b>Ethnic Studies Vocabulary</b></p>	<p><b>Essential Vocabulary:</b> resistance, counter narrative, ancestral knowledge, genocide, colonization, assimilation, 4 I’s of oppression</p> <p><b>Additional ES Vocabulary:</b> dominant power/imperialism, culture, decolonization, dominant/majority, bias</p>	<p><b>Essential Vocabulary:</b> Ethnicity, Prejudice, Marginalized, Historical Constructs, Social Justice, Generational Trauma, resistance</p> <p><b>Additional ES Vocabulary:</b> Critical Race theory, Microaggressions</p>	<p><b>Essential Vocabulary:</b> Empathy, Stereotypes, Race, Racism, Prejudice, Model Minority, Assimilation</p>	<p><b>Essential Vocabulary:</b> Borderlands, Gender Norms, Patriarchy, Feminism, Machismo, Self-actualization, gender bias, Discourse communities, Social Constructs,</p> <p><b>Additional ES Vocabulary:</b> Colorism, Complex, Privilege</p>
<p><b>Academic Vocabulary</b></p>	<p>Analysis, Evaluate, Data, Claim, Details, Facts, Evidence, Citation, Source, Topic, Main/Central Idea, Support, Reason, Justification, Example</p> <p>Introduction, Hook, Context, Thesis, Line of reason, Topic Sentence, Body, Conclusion, Transition, Details, Evidence, Citation, Reference, Synthesis, Informative, Primary and Secondary Source, Works Cited</p>	<p>Explanatory, Expository, Analysis, Evaluate, Data, Claim, Inference, Evidence, Details, Support, Reason, Justification, Example</p> <p>Introduction, Hook, Context, Thesis, Line of reason, Topic Sentence, Body, Conclusion, Transition, Details, Evidence, Citation, Reference, Synthesis, Informative, Primary and Secondary Source, Works Cited</p>	<p>Argument, Counter-Argument, Analysis, Evaluate, Data, Claim, Inference, Rebuttal, Concession, Evidence</p> <p>Introduction, Hook, Context, Thesis, Line of Reason, Topic Sentence, Transition, Develop, Details, Citation, Reference, Sources, Works Cited, Primary and Secondary Source</p>	<p>Argument, Counter-Argument, Analysis, Evaluate, Data, Claim, Inference, Rebuttal, Concession, Evidence, Reason, Justification, Example</p> <p>Introduction, Hook, Context, Thesis, Line of Reason, Topic Sentence, Transition, Develop, Details, Citation, Reference, Sources, Works Cited, Primary and Secondary Source</p>

## 2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

Anchor Texts and Sources				
	<ol style="list-style-type: none"> <li>1. <a href="#">How States are addressing Violence against Indigenous Women</a></li> <li>2. <a href="#">How the U.S stole thousands of Native American children</a> video clip</li> <li>3. <a href="#">“We come from” poem</a></li> <li>2. <a href="#">We come from”</a></li> </ol> <p><u>Transcribed</u></p> <ol style="list-style-type: none"> <li>4. <a href="#">Remember By Joy Harjo</a></li> <li>5. <a href="#">School Days of an Indian Girl by Zitkala Zaa</a></li> <li>6. <a href="#">Native Youth are More Than Statistics by Elyssa Sierra Concha</a></li> <li>7. <a href="#">Rebel Music-Video</a></li> </ol> <p><b>Optional</b></p> <ol style="list-style-type: none"> <li>8. <a href="#">Performance Assessment Unit 2 Expository Informative practice</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Amend Episode 2</a> or <a href="#">-The 13<sup>th</sup> documentary on Netflix or youtube</a></li> <li>2. <a href="#">A Class-- Divided Video</a></li> <li>3. <a href="#">Still I Rise Maya Angelou</a></li> <li>4. <a href="#">Caged Bird by Maya Angelou</a></li> </ol> <p><b>Optional (scaffolded version)</b></p> <p><a href="#">Caged Bird by Maya Angelou</a></p> <ol style="list-style-type: none"> <li>5. <a href="#">Rose that grew from Concrete and Mama is Just a Little Girl - Tupac</a></li> </ol> <p><b>Optional (scaffolded version)</b></p> <p><a href="#">Rose that grew from Concrete Tupac</a></p> <ol style="list-style-type: none"> <li>6. <a href="#">Letter to my Nephew by James Baldwin</a></li> <li>7. <a href="#">Amanda Gorman “The Hill We Climb”</a></li> <li>8. <a href="#">John Lewis, Together You Can Redeem the Soul of Our Nation pdf</a></li> </ol> <p><b>Optional can be combined with as many or as little anchor sources as determined by teacher</b></p> <p>Novel Study instead of/or in addition to the readings above</p>	<ol style="list-style-type: none"> <li>1. <a href="#">The Model Minority Myth</a> <ul style="list-style-type: none"> <li>• Resources           <ul style="list-style-type: none"> <li><a href="#">Copy of T...</a></li> </ul> </li> </ul> </li> <li>2. <a href="#">Hate Crimes Against Asian Americans Are on the Rise. Many Say More Policing Isn't the Answer</a></li> <li>3. <a href="#">‘I Shouted For Help,...</a></li> <li>4. <a href="#">Model Minority Myth video</a></li> <li>5. <a href="#">What Is the Model Minority Myth?</a></li> <li>6. <a href="#">Tales of Asian Success</a></li> <li>7. <a href="#">WHY NOT ALL STEREOTYPES ARE BAD Using Generalizations to Help Make Better Decisions</a></li> <li>8. <a href="#">Can stereotypes ever be good? - Sheila Marie Orfano and Densho</a></li> </ol> <p><b>Optional</b></p> <ol style="list-style-type: none"> <li>9. <a href="#">Performance Assessment Unit 1 Writing an Argument pages 2-32</a></li> <li>10. <a href="#">Sticks and Salt, pgs 17-27</a></li> </ol> <p>Resources: short response <a href="#">argument practice prompt</a></p>	<ol style="list-style-type: none"> <li>1. <a href="#">To live in the borderlands means you by Gloria Anzaldua</a></li> </ol> <p><b>Optional (scaffolded version)</b></p> <p><a href="#">To live in the borderlands means you by Gloria Anzaldua</a></p> <ol style="list-style-type: none"> <li>2. <a href="#">Annie Says by Michelle Serros</a></li> <li>3. <a href="#">“For Brown Boys” by Alejandro Jimenez</a></li> </ol> <p><b>Optional (scaffolded version)</b></p> <p><a href="#">“For Brown Boys” by Alejandro Jimenez</a></p> <ol style="list-style-type: none"> <li>4. <a href="#">Only Daughter by Sandra Cisneros</a></li> <li>5. <a href="#">Mi Problema by Michelle Serros</a></li> </ol> <p><b>Optional (scaffolded version)</b></p> <p><a href="#">Mi Problema by Michelle Serros</a></p> <ol style="list-style-type: none"> <li>6. <a href="#">Burro Genius Chapter 5</a></li> <li>7. <a href="#">I am Joaquin by Corky Gonzalez</a></li> <li>8. <a href="#">“From Invisible to Visible” by Maria Hinojosa</a></li> </ol>

2023-2024 CVUSD Language Arts Standards Map – Grade 10 - Multicultural Literature

		<p><a href="#">Roll of Thunder Hear My Cry</a></p> <p>-Novel study resources to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Educator’s Guide to Roll of Thunder Hear My Cry</a></li> <li>• <a href="#">Scholastic Guide to Roll of Thunder Hear My Cry</a></li> </ul>	<p>11. <a href="#">The Struggle to be an all American Girl by Elizabeth Wong</a></p>	<p>9. <a href="#">Abuela, by Rosa Elena Izquierdo</a></p> <p><b>Optional</b></p> <p>10. <a href="#">Performance Assessment Unit 3 Literary Analysis practice</a></p> <p>11. <a href="#">Dolores Huerta-Lesson</a></p> <p>12. <a href="#">Dolores Huerta Biography (Youtube 20 Minutes)</a></p> <p>13. <a href="#">Dolores Huerta News Clip</a> 29:00 minutes</p> <p>14. <a href="#">Time Magazine Dolores Huerta</a></p> <p><i>Pioneering Labor Activist Dolores Huerta: Women 'Never Think of Getting Credit' But Now That's Changing</i></p>
<p><b>Writing Strategies and Resources</b></p>	<p><a href="#">Unit 1 Resource Folder</a></p> <p>Informative: **Decide if you want to give it as a common assessment** <a href="#">How has a person of my choice</a></p>	<p><a href="#">Unit 2 Resource Folder</a></p> <p>Informative: African American <b>Benchmark Required</b></p>	<p><a href="#">Unit 3 Resource Folder</a></p> <p>Argumentative: <b>Benchmark Required</b> <a href="#">Argue your position/perspective, do you believe there is such a thing as</a></p>	<p><a href="#">Unit 4 Resource Folder</a></p> <p>Argumentative: Chicano(a)/Latino(a) unit **Decide if you want to give it as a common assessment**</p>

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	<p><u>shown resistance against injustice?</u> <i>or</i></p> <p><b>Optional</b> <u>Performance Assessment Unit 2</u> <u>Expository Informative practice</u></p>	<p><u>Select a Black Author and explain how they have used their literature to resist social injustice.</u></p>	<p><u>a positive stereotype? Why or Why not?</u></p>	<p><u>Should you conform to cultural expectations when deciding/discovering your own identity?</u>  or</p> <p><b>Optional</b> <u>Performance Assessment Unit 3</u> <u>Literary Analysis practice</u></p>
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