



REQUEST FOR LITERATURE SELECTION ADOPTION AND LITERATURE EVALUATION **High School**

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Andrew Goff	Elizabeth Goff	
Napa HS	Kate Gauger	Jason Chatham	
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Riley Johson	Nancy Hale	
Valley Oak HS	Maria Cisneros	Ryan Strole	
Vintage HS	Katelyn Estudillo	Michael Alger	

Request submitted by:	Ryan Strole	School Site:	Valley Oak High School
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Executive Director, Secondary Education: _____

Please review below submission and sign above if you approve or write reason in comment area if you do not.

NOTE:

- Approved core materials must be agreed on and used by all high school campuses as the main resource. Approved non-core and supplemental materials must be agreed on by all high schools, but may be used by individual sites to supplement and not "supplant" the core. (core = English, health, mathematics, physical education, sciences, social sciences, and world languages)
- Since NVUSD has moved to digital usage, we strongly encourage the review and recommendation of new instructional programs that offer online student textbooks and resources rather than printed materials.

[Instructional Material Information Cover Sheet](#)

COURSE NAME & NUMBER: **American Studies and the Ethnic Experience (EN244)**

DEPARTMENT: **English**

TITLE OF LITERATURE SELECTION: ***December Sky***

GRADE(S): **9 - 12**

AUTHOR: **Evelyn Cortez-Davis**

PUBLISHER: **In Xochitl In Cuicatl Productions**

COPYRIGHT DATE: **2003**

ISBN-10 #: **0-9768382-0-6**

ISBN-13 #: **978-0-9768382-0-3**

COST: **\$20.00**

Check one: Basic: Supplementary: **X**

Check one: Hardcover: Soft cover: Paperback: **X**

1. What are the goals/objectives accomplished best through this literary piece?

My intention is to use it for Chicano Lit, but this novel carries value for both literature and ethnic studies courses. Its depiction of the Salvadoran civil war raises many critical issues: immigration, U.S. foreign policy, state-sponsored genocide, and for the author's family, the human cost of war.

The author wrote ONLY this book in her lifetime; this is her one story to tell. She is now a social worker and activist, alive and well. She is an intelligent spokesperson for immigration issues and this story is an eloquent telling of her personal struggle.

2. What does this selection contribute to the overall 9 – 12 English/Language Arts Program?

This book contains a critical narrative of the immigrant experience. The author crosses several borders illegally in the 1980s, finally settling in Los Angeles where her family is eventually naturalised. A trip very different if not impossible to make today.

3. Does this selection replace another title? Yes ☐ No ☒ If Yes, which title and why?

4. How does this selection build upon objectives from the prior year?

This work is written from the perspective of a young immigrant who does not gloss over the less savory details of her immigration experience. It serves as a progression from more gentrified accounts of the migratory experience for young readers whose maturity is progressing, and whose life experience does not include entering the United States in the interest of preserving their humanity.

5. What professional sources have recommended this title?

There aren't any professional recommendations that I am aware of.

6. Appropriate class and/or level:

9th grade or higher

There are some scenes with mild depictions of violence during the Salvadoran civil war.

ADDITIONAL COMMENTS:

COMPUTER TITLE:

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COURSE TITLE: American Studies and the Ethnic Experience
COURSE TITLE (Aeries): American Studies & Ethnic Exp
COURSE NUMBER: EN244
GRADE LEVEL: 11
LENGTH OF COURSE: 1 Year (2 semesters)
GRAD REQUIREMENT: English (A) – 10 credits
CSU/UC REQUIREMENT: No
VOCATIONAL ED: No
CBEDS NUMBER: 2198 (other English course)
NCLB: Yes, EN
APPROVAL DATE: June 2016
REVISED DATE: May 2018

COURSE DESCRIPTION

This course is also designed to introduce and familiarize students on the different ethnic minority social groups in American society, and will use culturally relevant pedagogy to connect to students' lives and experiences, and economic and social struggles, as they are mirrored in the curriculum. Finally, students will also look at the historical and current ethnic contributions to the making of the United States through ethnic literature.

COURSE PREREQUISITES

None.

COURSE GOALS

This course is intended to provide project-based and problem-based instruction and remediation in reading, writing, and the conventions of academic English. Students will also expand their academic literacy by way of a project-based learning environment. The focus skills are:

- critical and interpretive reading,
- formal and informal writing (timed and process),
- inquiry-based learning, and
- collaboration

Students will explore literary and rhetorical concepts through a variety of genres, using appropriate instructional structures and scaffolds. The course includes frequent writing assignments—including note taking—which will give students a further understanding of their reading and improve their formal writing. Grammar, mechanics, vocabulary development, and sentence variety will be taught in the context of writing assignments and directly through guided practice. The major recurring themes in American-Ethnic literature are first taught directly then inferred independently by students from their reading, utilizing literature from the Colonial period forward.

COURSE OBJECTIVES

Parenthetical references are to the Common Core English Language Arts Standards Grades 11-12.

Reading

- **KEY DETAILS:** Given an inference or conclusion, use explicit details and implicit information from the literary or informational text to support the inference or conclusion provided. (RL-1, RI-1)
- **CENTRAL IDEAS:** Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. (RL-1, RL-2, RI-1, RI-2)
- **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics, development of individuals, ideas or events, or author's purpose) and use supporting evidence as justification/explanation. (RL-1, RL-3, RL-6, RL-9, RI-1, RI-3, RI-6, RH-6, RST-6, RI-7, RI-8, RH-8, RST-8, RI-9)
- **LANGUAGE USE:** Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone. (RL-1, RL-4, L-5a, RI-1, L-5a)

Writing

- **WRITE AND REVISE BRIEF TEXTS:** Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action). (W-3a, W-3b, W-3c, W-3d, and/or W-3e)
- **COMPOSE AND REVISE FULL TEXTS:** Write full explanatory, argumentative, and narrative texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/voice; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic). (W-2a, W-2b, W-2c, W-2e, W-2f, W-4, W-5, W-8, W-9)
- **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts. (W-6)

Speaking and Listening

- **LANGUAGE & VOCABULARY USE:** Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking, and adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. (L-1, L-3a, L-6, SL-6)
- **PLAN/SPEAK/PRESENT:** Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent. (SL-1, SL-4, SL-5, SL-6)
- **LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally. (SL-2, SL-3)

Research and Inquiry

- **PLAN/RESEARCH:** Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives. (SL-1, SL-2, SL-4, SL-5, W-6, W-7)
- **ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. (RI-1, RI-7, SL-2; W-8, W-9)
- **EVALUATE INFORMATION/SOURCES:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources. (W-8)
- **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts/presentations. (W-6)

METHODS USED IN ASSESSING STUDENT PROGRESS

Students will be evaluated using most or all of the following methods. The approximate weight of each type of assessment will vary from teacher to teacher.

- rubric evaluation of writing assignments
- rubric evaluation of group and individual oral presentations
- objective and essay tests and quizzes
- completion of outside reading assignments
- peer and self-evaluations
- teacher evaluation of class participation
- teacher-student conferences
- Grade level benchmarks

SAMPLE END OF COURSE ASSESSMENT

Semester exams will consist of essay questions which might ask students to respond to these or other questions having the same level of complexity and challenge:

1. All of the works we have read this semester involve characters who are isolated or in some way feel that they don't fit in. In some cases, this may be the result of conscious rebellion on the character's part, or it may result from a weakness or flaw in the character's personality, or the isolation may be imposed on the character by society. Choose two works and discuss the causes of the characters' isolation or

borderland. Explain how each character's/person's isolation or borderland affects his or her actions either positively or negatively.

2. Define the American Dream as presented in the literature we have studied this year. Support your thesis with examples from poetry, plays, novels, short stories, and essays.

3. Final Course Research Paper and Project: Identify a social issue you see present in our school environment. Conduct thorough research and create a possible solution to counter the social issue on campus. Then, create a plan to present the issue and solution to an authentic audience. The audience may include students, administrators, and/or community members. Your project should clearly identify the social issue, the importance of elucidating this social issue to the public, and how, as a student body/society, we can advocate for the social issue.

INSTRUCTIONAL RESOURCES

Holt Literature and Language Arts Program, 5th Course
Mexican-American authors, Multi-ethnic Literature, Houghton Mifflin
Six-Way Paragraphs In the Content Areas (appropriate levels)
They Say, I Say: The Moves that Matter

Reading-level appropriate short fiction and nonfiction drawn from Ethnic-American authors:

**500 Years of Chicano History*, Martinez
New World Border, Gomez-Pena
Down These Mean Streets, Piri
**The Harp and the Shadow*, Carpentier
**The Death of Artemio Cruz*, Fuentes
English is Broken Here, Fusco
**I, Rigoberta*, Rigoberta Menchu **By the Lake of Sleeping Children:*
**The Mexican American Heritage*, Jimenez
Secret Life of the Mexican Border, Urrea
Mexican Voices/American Dreams, Davis
The Old Gringo, Fuentes
**The Book of Embraces*, Galeano
Cannery Row, *Cannery Lives*, Ruiz
**We Say No*, Galeano
**Against Forgetting*, Forche
**Memories of Fire*, Galeano
Poetry of Sor Juana Inez
**Open Veins in Latin America*, Galeano
Toward the Splendid City, Neruda
**Imagining Argentina*, Thornton *Exiles of Desire*, Herrera
Sanctuary: The New Underground Railroad, Golden and McConnell
**Always Running*, Rodriguez
Concrete River, Rodriguez
Chicano Art: Resistance and Affirmation 1965-85, Wright Gallery (UCLA)
Art of Rupert Garcia
Time of the Hero, Llosa
San Francisco Murals, 1914-1990, Drescher
From the Cables of Genocide, Cervantes
Bad Angel, Benedict
Fire From the Mountain, Cabezas
Latin Deli, Coffer
Letters from Nicaragua, Gorden
**100 Years of Solitude*, Marquez
**Poetry of Sor Juana Inez*
**One Day of Life*, Argueta
Undocumented Love, Burciago
Walls and Mirrors, Gutierrez
**Bless Me, Ultima*, Rudolfo Anaya
Always Running, Rodriguez
**Essays on Art, Literature, and Identity in Los Angeles*, Weiss and West

**The Writer's Options*, Daiker, et.al.

**The Riverside Reader*, Joseph Trimmer and Maxine Hairston (ed.)

**Active Voice III*, James Moffett

Films:

Viva La Causa: 500 Years of Chicano History

Zoot Suit

La Juala de Oro, The Golden Dream

La Bamba

Ballad of Gregorio Cortez

Milagro Bean Field War

Uvas No

Bowl of Beings

Missing

Salvador

Romero

El Norte

The Official Story

Panama Deception

Crossing Borders