



Napa Valley Unified School District
REQUEST FOR LITERATURE SELECTION ADOPTION AND LITERATURE EVALUATION
High School

High School Site	Signature - The principal or Academic AP Designee	Signature - Teacher Leader	Comments:
American Canyon HS	Andrew Goff	Elizabeth Goff	
Napa HS	Kate Gauger	Martha Calderon	
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Riley Johnson	Nancy Hale	
Valley Oak HS	Maria Cisneros	Ryan Strole	
Vintage HS	Katelyn Estudillo	Michael Alger	

Request submitted by:	Nancy Hale	School Site:	New Tech High
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Executive Director, Secondary Education: _____

Please review below submission and sign above if you approve or write the reason in the 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 toward 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: P Ethnic Studies (ENxxx - new course) DEPARTMENT: English

TITLE OF LITERATURE SELECTION: ***Multi-Cultural Literacy: Opening the American Mind***

AUTHOR: Edited by Rick Simonson & Scott Walker

PUBLISHER: Graywolf Press

COPYRIGHT DATE: 1988

ISBN-10: 1555971148

ISBN-13: 978-1555971144

Cost: \$4.99

Grade(s): 9 - 12

Check one: Basic: _____ Supplementary: X

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

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

The issue of cultural literacy has been the subject of intense debate. Several bestselling books about the deficiencies of our educational system as well as changes in basic curriculum at more than one major university have contributed to the fervor of this debate.

Fueling the national controversy is the question of what body of knowledge constitutes cultural literacy. While many argue for a return to a "back to basics" curriculum, equally energetic voices call for a revised curriculum, one which embraces both traditional western classics *and* the classics of non-European cultures, among them African, Asian, and Latin American.

This volume brings together thirteen essays which suggest the range of knowledge *truly* literate individuals need to possess. Essays by such writers as James Baldwin, Carlos Fuentes, Michelle Cliff, Paula Gunn Allen, Ishmael Reed, and Wendell Berry enlarge our perspective to include a variety of voices and heritages which contribute to the vibrant culture of the United States.

Also included is a beginning list of names, places, dates, and concepts which are part and parcel of a multi-cultural fabric.

2. Does this selection replace another title? Yes ☐ No ☒ If Yes, which title and why?
3. How does this selection build upon objectives from the prior year? This is our first year offering Ethnic Studies.
4. What professional sources have recommended this title?

From Publishers Weekly:

These 13 essays challenge the hegemony of white, Eurocentric and patriarchal America in refuting the canon of national culture proposed by Allan Bloom's *The Closing of the American Mind* and E. D. Hirsch Jr.'s *Cultural Literacy*. Such luminaries as James Baldwin and Carlos Fuentes set forth with characteristic eloquence the prejudiced assumptions of the dominant culture. However, the real gems here are the works of lesser-knowns. Literary critic Paula Gunn Allen delineates major (and generally unacknowledged) contributions of North American Indians, noting the similarities of the Iroquois and U.S. federal governance systems, and emphasizing the North American Indian forerunners of modern-day feminists. Jamaican poet Michelle Cliff articulates with originality and precision the predicament of the colonized person of mixed race: "If we failed . . . it was that one persistent drop of blood, that single rogue gene that made us unable to conceptualize abstract ideas, made us love darkness rather than despise it, which was to be blamed for our failure." Despite a few self-important inclusions, this anthology is commanding and persuasive. Simonson is a Seattle-based book-buyer and Walker is Graywolf's publisher.

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From Library Journal:

This book enters the fray begun in 1987 with the publication of Allan Bloom's *The Closing of the American Mind* (LJ 5/1/87) and E.D. Hirsch's *Cultural Literacy* (LJ 6/1/87). The battle is over what we need to know to run a constitutional democracy and why we don't know it. Attacking Bloom's and Hirsch's exclusionist stance, Graywolf's editors demand that greater attention be paid to black, Hispanic, native, and third-world cultures. Among the 13 essays they offer is a moving 1963 account of the black child by James Baldwin and an insightful 1981 autobiography by Carlos Fuentes. There is also a supplement to Hirsch's list of things we all should know. But just how much is necessary for democracy and how much is possible remains uncertain. Leslie Armour, Univ. of Ottawa

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5. Appropriate class and/or level: 9th and up

ADDITIONAL COMMENTS:

COMPUTER TITLE: P E T H N I C S T D I E S

COURSE TITLE: P Ethnic Studies
COURSE NUMBER: ENxxx
GRADE LEVEL: 11 – 12
LENGTH OF COURSE: 1 year (2 semesters)
GRAD REQUIREMENT: English (A) - 10 credits
CSU/UC REQUIREMENT: "b" "g"
VOCATIONAL ED: Yes
CBEDS NUMBER: 2107
NCLB: Yes
NCLB CORE SUBJECT: EN
APPROVAL DATE:

COURSE OVERVIEW

This course will challenge students to thoughtfully analyze the relationship of ethnicity in American identity, culture, politics and community. Projects will feature major California ethnic groups including Native Americans, Latinos, Asian Americans and African Americans. Students will read and interpret literature and a variety of other sources/materials including historic artifacts, nonfiction, photography, music, film and art.

DESCRIPTION OF COURSE

Ethnic Studies operates from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. This course focuses on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. This course is grounded in the concrete situations of people of color, and uses a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions (Adapted from UC Berkeley, Department of Ethnic Studies).

GOALS OF THE COURSE

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. To do this, students will learn about and analyze ethnic literature, with themes that are unique to represented cultures and at the same time universal to the human experience: identity, struggle, self-discovery, and the challenges that come with change – whether it is voluntary or forced. Furthermore, Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African American, Asian Americans, Latino American, and American Indians. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.

MAJOR COURSE OBJECTIVES

Students will be able to:

- Identify and understand the main ethnic minorities in California through cultural, historical, and political lenses
- Read, understand, interpret and analyze literature, primary artifacts, music, photography and art and find greater significance as related to ethnicity and identity
- Communicate learning and analysis through writing, discussion, presentations, artwork and photography
- Better understand personal identity as related to ethnicity

COURSE CONTENT

Unit 1: Identity Unit

In this unit, students will explore the meaning of words such as *race* and *ethnicity* as they pertain to individuals and communities. How do we define our various identities: national, state, local, and community? How do we perceive ourselves and how do others perceive us? Who is the in-crowd and who is the other? What is the process of our identity formation? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? How has the perception hyphenated Americans changed over time, both within and between ethnic groups? This Identity Unit contains a LGBTQ "mini-unit" in which students will go beyond the notion of individual, community, state and national identity and develop an understanding and respect for the LGBTQ community. Additionally, students will be able to understand gender stereotypes and will

be able to clarify their own values and feelings by participating in class discussions and writing exercises. The overall objective of the Identity Unit is for students to explore themselves and how they fit into society.

Unit 2: Latino American Unit

In this unit, students will study and explore the experience of Latino Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the United States within the Latino minority. What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans? What role did Latinos play in the growth and development of the United States? How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the United States? To what extent has immigration impacted the political, social, and economic realities of Latino Americans? How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States? What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans?

Unit 3: African American Unit

In this unit, students will study and explore the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on the post – WWII Civil Rights Movement. What role did African Americans play in the growth and development of the United States? What role did self-determination play in the trajectory of the African American community? How did political power develop within the African American community and how has this power evolved to work effectively with changing power structures in the United States? Was the Civil Rights Movement the work of one man? What role did youth play in the Civil Rights Movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans?

Unit 4: American Indian Unit

In this unit, students will study and explore the experience of American Indians both historically and in terms of contemporary issues. How has cultural conflict affected American Indians? How have the experiences of different tribes within the United States varied and what impact have these differences had on the economic/political status of the tribes? What role has assimilation played in the experience of American Indians? How did political power develop within the American Indian community and how has this power evolved to work effectively with changing power structures in the United States? What role have gambling licenses played in the economic reality for both tribes with and without these licenses? What challenges continue to face American Indians? What opportunities do students have to enact positive change for American Indians?

Unit 5: Asian American Unit

In this unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the United States within the Asian minority. What are the cultural and political similarities/differences between East Asians, Southeast Asians, and Southern Asians? What role did Asian Americans play in the growth and development of the United States? How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the United States? How has immigration impacted the political, social, and economic realities of Asian Americans? What accounts for the cultural perception that Asian Americans are the “model minority”? What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?

INSTRUCTIONAL STRATEGIES:

Ethnic Studies seeks to empower all students to engage socially and politically and to think critically about the world around them. Students will develop respect for cultural diversity and see the advantages of inclusion. Central to the Ethnic Studies course is the historic struggle of communities of color, to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality. In Ethnic Studies course, students will become aware of the constant themes of social justice and responsibility, while recognizing these are defined differently over time. As identity and the use of power are central to Ethnic Studies courses, instructors should demonstrate a willingness to reflect critically on their own perspective and personal histories as well as engage students as co-investigators in the inquiry process. An expansive range of sources, i.e. literature, memoirs, art, music, oral histories, and remnants of popular culture will be utilized to better understand the experiences of historically disenfranchised groups—Native Americans, African Americans, Chicana/o and Latina/o, and Asian Americans. Students will develop research questions based on their lived experiences in order to critically study their communities. Students will investigate the history of the experience of various ethnic groups within the United States, with an eye to the diversity of these experiences. Students can also personalize their study by considering how our personal and/or family stories connect to the larger historical

narratives and how and why some narratives have been privileged over others. Lastly, students may consider how to improve their own community, what constructive actions can be taken, and whether they are providing a model for change for those in other parts of the state, country, and world.

METHODS OF ASSESSING STUDENT PROGRESS:

Content Specific Formative and Summative Assessments
Historical Analysis and Thinking Skills Formative and Summative Assessments
Short Constructed Responses
Extended Constructed Responses
Reading Journals and Blogs
Presentations
Research projects

INSTRUCTIONAL MATERIALS / TEXTBOOKS

Bless Me Ultima by Rudolfo Anaya
Joy Luck Club by Amy Tan
The Absolutely True Story of a Part-time Indian by Sherman Alexie
Homegoing by Yaa Gyasi

Relevant articles, short stories, and chapters of following books:

Multitude: Cross Cultural Readings for Writers by Chitra B. Divakaruni

Multi-Cultural Literacy: Opening the American Mind Edited by Rick Simonson and Scott Walker

Many Californias: Literature from the Golden State edited by Gerald W. Haslam

Harvest of Empire by Juan Gonzalez

If You've Forgotten the Names of the Clouds, You've Lost Your Way by Russell Means and Bayard Johnson

STANDARDS SUMMARY

CCSS.ELA-Literacy.RL.11-12.1

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

CCSS.ELA-Literacy.RL.11-12.2

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

CCSS.ELA-Literacy.RL.11-12.3

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).

CCSS.ELA-Literacy.RL.11-12.4

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

CCSS.ELA-Literacy.RL.11-12.5

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

CCSS.ELA-Literacy.RL.11-12.6

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

CCSS.ELA-Literacy.RL.11-12.7

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

CCSS.ELA-Literacy.RI.11-12.1

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

CCSS.ELA-Literacy.RI.11-12.2

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

CCSS.ELA-Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.4

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 faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.5

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.

CCSS.ELA-Literacy.RI.11-12.6

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.

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.W.11-12.7

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

CCSS.ELA-Literacy.W.11-12.8

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

CCSS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.4

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

CCSS.ELA-Literacy.W.11-12.10

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

CCSS.ELA-Literacy.SL.11-12.1

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

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.4

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

CCSS.ELA-Literacy.SL.11-12.5

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

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.3

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

CCSS.ELA-Literacy.L.11-12.4

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

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.