

TO: Larry Mendonca, Superintendent  
SUBJECT: English Ethnic Studies Development

Regular Meeting  
November 4, 2024

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### BACKGROUND

In 2021, the law designating Ethnic Studies as a graduation requirement was signed. The class must be offered at all California high schools by school year 2025-2026, and becomes a graduation requirement for those graduating in 2030 and thereafter.

### ANALYSIS

Districts have the flexibility to create an ethnic studies curriculum that fits their community. It can be a stand-alone class or integrated into an existing class. Oakdale High School's plan is to integrate it into the English class taught in 10th grade. This would benefit the District in that no new staff would need to be hired, no new classrooms would need to be found, and no disruption to the existing schedule would need to happen.

There is no specific Ethnic Studies curriculum mandated, allowing our English Dept to develop a class that fits the needs of 10th grade English students with an awareness of the suggestions from the State as well as the needs of the community.

### FISCAL IMPACT


Funds for continued training, preparation, and materials can come from the Educator Effectiveness grant and the Ethnic Studies Block grant. If Ethnic Studies is implemented as planned, there would be no other fiscal impacts.

### RECOMMENDATION


There is no need for action at this time. Updates will be given at future board meetings.

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Recommended by:

  
Gillian Wegener, Ed.D.  
Assistant Superintendent, C & I

Approved for Recommendation  
to the Governing Board by:

  
Larry Mendonca  
Superintendent

## English II: Ethnic Studies

### Course Overview

This course will further develop students' analytical and critical thinking skills, reading, and writing skills, as well as speaking skills, through a critical analysis of a wide variety of historical and contemporary issues of identity and ethnicity in fiction and nonfiction texts. This course examines the history, culture, identities, and experiences of African Americans, Asian Americans, Latinx, Native Americans and other cultural groups in the United States from the nineteenth century to the present. This course aims to educate students to be personally, socially, and civically conscious of the world and those who inhabit it.

### Unit I: Windows and Mirrors: Personal, Social, and Cultural Identity

Overview: In this first unit, students will explore the various components that make up one's sense of identity. By reading and studying texts about others who search for and develop an understanding of their own personal, social, and cultural identity, each student will develop a better understanding of the varied elements that shape both their own sense of self, as well as the identities of those in their community. The unit begins with reflective writing assignments encouraging an exploration of the multifaceted identities that each student holds, from academic to personal interests, to ethnic and cultural heritage. Through this exploration, students will recognize both what makes them unique as individuals, and what connects them as members of a larger community. Then, students will analyze this same search for self as it is depicted in Sandra Cisneros's *The House on Mango Street* and Amber McBride's *Me (Moth)*. Through studying these texts, students will develop literary analysis skills emphasizing narrative structure, setting, characterization, style, and theme. The unit culminates in a literary analysis essay exploring a universal thematic message about personal identity and community.

#### Essential Questions:

1. What are the various elements that make up our personal sense of identity?
2. How do racial and ethnic experiences shape one's identity? How does our local community and family shape our identity?
3. What techniques do authors use to convey thematic ideas?
4. How do we use textual evidence to support a claim?

#### Readings:

1. Sandra Cisneros, *The House on Mango Street*
2. Amber McBride, *Me (Moth)*
3. Jim Burke, *Uncharted Territory* (selections)
4. Tommy Orange, *There There* (excerpts)
5. Amy Tan, *The Joy Luck Club* (excerpts)



### ELA Concepts and Skills:

1. Differentiating between a topic and a theme
2. Developing defensible claims with appropriate evidence
3. Utilizing literary analysis essay structure
4. Adhering to MLA formatting
5. Analyzing and creating vignettes and reflective personal writing

Sample Assignment: After reading and discussing both *House on Mango Street* and *Me (Moth)* students will select one text and address one of the following literary analysis prompts:

1. Novels and plays often depict characters caught between colliding cultures. Such collisions can call a character's sense of identity into question. Select a work in which a character responds to such a cultural collision. Then write an essay in which you describe the character's response and explain its relevance to the work as a whole.
2. Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Choose a novel or a play in which such a character plays a significant role and show how that character's alienation reveals the surrounding society's assumptions or moral values.

## Unit II: Society, Community, and the Other

Overview: After an exploration of the elements that compose personal identity, students will analyze the ways in which distinct identities interact together in a society. This analysis will necessarily include an exploration of the ways in which those who are different are either welcomed as positive additions to a society, or excluded and dehumanized as "others." The unit begins with an exploration of the factors that lead to the scapegoating of individuals and groups. Next, students will read two memoirs: Elie Wiesel's *Night* and Jeanne Wakatsuki Houston's *Farewell to Manzanar*. After reading these texts students will practice speaking and listening skills through Socratic seminars on the thematic ideas explored in the literature, with special attention to the historical ways in which marginalized groups are either included in or excluded from the social fabric, culminating in a synthesis essay that emphasizes the importance of developing a better understanding of others in order to prevent the dehumanization of others.

### Essential Questions:

1. What are the factors that historically lead to scapegoating of individuals and groups?
2. How are cultural, ethnic, religious, and racial groups categorized as "others" in society?
3. What are the consequences of dehumanization, for the individual, for the marginalized group, and for the dominant social group? How can we avoid such dehumanization?
4. How do we articulate in discussion and writing complicated and nuanced perspectives based on a foundation of mutual respect and kindness?

### Readings:

1. Elie Wiesel, *Night*
2. Jeanne Wakatsuki Houston and James D. Houston, *Farewell to Manzanar*
3. Jim Burke, *Uncharted Territory* (selections)
4. John Steinbeck, *Of Mice and Men* (chapter four excerpt)
5. Harper Lee, *To Kill a Mockingbird* (chapter fifteen excerpt)

#### ELA Concepts and Skills:

1. Understanding the memoir as a genre
2. Developing Socratic seminar listening and speaking skills, including summarizing ideas, providing additional evidence or alternative perspectives, and thoughtful questioning
3. Synthesizing multiple perspectives into a single coherent and nuanced argument
4. Utilizing synthesis essay structure

Sample Assignment: After reading and discussing both *Night* and *Farewell to Manzanar*, students will write a synthesis essay exploring the patterns and consequences of marginalizing “others” in a society, the ways in which communities and worldviews can be shaped by experiences of dehumanization, and the ways in which communities can avoid the dangers of categorizing groups as “others.”

### Unit III: Breaking Barriers

Overview: This unit celebrates individuals and groups that have overcome barriers in order to both affect change as well as create opportunities for both themselves as individuals and for historically marginalized groups. Literature for the unit focuses on multiple genres that exemplify the individual’s ability to flourish both through actively seeking equity of opportunity and through celebrating one’s individual cultural identity. The unit begins with students reading, analyzing, and performing selected poems from a diverse range of authors as curated by the national Poetry Out Loud competition. Following this celebration of diverse artistic expression, students will then explore the barriers to opportunity that historically existed for marginalized communities, specifically the African American women who are the subjects of Margot Lee Shetterly’s *Hidden Figures*. In order to further develop the theme of the excellence that is achievable when barriers are overcome, students will research the importance of education and the systemic barriers that have existed for a wide range of people, and write about how those obstacles were addressed via policy changes and individual action. The unit concludes with discussion and reflection on each individual student’s educational future and goals.

#### Essential Questions:

1. How have diverse populations cultivated unique artistic voices in poetry?
2. Why is education important? What was a historical barrier to education for a specific population?
3. How was that historical barrier addressed through individual action and/or a policy change? What were the outcomes of those changes?



4. What steps can you personally take to plan for and achieve your own personal academic and career goals?

Readings:

1. Margot Lee Shetterly, *Hidden Figures*
2. Poetry Out Loud website
3. Jim Burke, *Uncharted Territory* (selections)

ELA Concepts and Skills:

1. Understanding and performing poetry to emphasize clarity of meaning and emotional impact
2. Identifying historical and cultural context of literary movements (e.g. the Harlem Renaissance)
3. Reading biographies as a nonfiction genre
4. Engaging in the research process (source evaluation, evidence gathering, and citation)
5. Writing research essays (structure, editing, etc.)

Sample Assignment: After reading *Hidden Figures*, students will research a specific historical incident or policy that represented a barrier to education for marginalized groups (e.g. the racial segregation and subsequent integration of schools in Lemon Grove, CA in 1931). Through researching and essay-writing, students will examine both how systemic barriers were overcome through individual action and policy changes, as well as the impact of those policy changes on others.

#### **Unit IV: Morality and Leadership**

Overview: The final unit will focus on how the concepts covered throughout the year can be used to structure communities in ways that are both ethical and inclusive, and the dangers posed by division and fear. The unit begins with a survey of speeches and letters composed by leaders from diverse backgrounds advocating for a wide variety of reform movements, from civil rights to gender equality to inclusive democracy (e.g. Martin Luther King, Jr. and Cesar Chavez). Through these texts, students will investigate whether there are universal qualities in effective leaders, and if morality and ethics are necessarily among them. Next, students will read William Golding's novel *Lord of the Flies*, concurrently with selected research on the circumstances that have historically led populations to turn to divisive leaders and authoritarian structures. Through an analysis of the nuanced symbolic, psychological, and allegorical content within *Lord of the Flies*, students will then identify the novel's themes and interrogate them as either universal statements about human nature or a commentary on specific historical and cultural circumstances.

Essential Questions:

1. What are the qualities that make for effective leaders for a community? Is a strong morality an essential quality to effective leadership?
2. What are the circumstances that lead populations to turn to divisive leaders and authoritarian structures?
3. How can leaders foster inclusivity in diverse communities?
4. Is literature best analyzed through a moral lens (depicting universal truths about humanity) or a historical and cultural lens (commenting on a specific time, place, and culture)?

Readings:

1. William Golding, *Lord of the Flies*
2. Jim Burke, *Uncharted Territory* (selections)

ELA Concepts and Skills:

1. Analyzing rhetoric in nonfiction
2. Understanding theme analysis through a moral/philosophical lens
3. Understanding literature through a historical/cultural lens
4. Writing argumentative essays with defensible claims and evidence, and incorporating counter arguments
5. Developing Socratic seminar listening and speaking skills, including summarizing ideas, providing additional evidence or alternative perspectives, and thoughtful questioning
6. Writing reflective essays

Sample Assignment: After reading *Lord of the Flies* and accompanying texts, students will write a literary response essay choosing either a moral/philosophical analysis of the book's themes, or a historical/cultural analysis of the book's themes. One critical component of this essay is to first acknowledge the various ways of reading the text, before arguing for a particular interpretation as the most relevant for study.

Final Exam: Students will choose from a variety of reflective essay prompts, each of which requires revisiting multiple texts studied throughout the year. Students will then write a reflective essay discussing the impact and value these texts had for the individual student, and how they contributed to furthering the student's self-understanding, helped to develop an understanding of others' multifaceted identities, and encouraged compassionate and kind engagement in their communities.





## **ELA/ES 10 Synopses and Rationales**

### **First Semester**

#### ***The House on Mango Street* by Sandra Cisneros**

***Ethnic Studies Outcomes:*** *Recognizing Intersectionality, Furthering Self-Understanding, and Supporting a Community Focus*

#### **Synopsis:**

*The House on Mango Street* is a 1984 coming-of-age novella by Mexican-American author Sandra Cisneros that tells the story of Esperanza Cordero, a 12-year-old Latina girl growing up in Chicago's Humboldt Park. The novella is told through a series of vignettes (short, episodic stories) that follow Esperanza over the course of a year as she enters adolescence and begins to face the realities of life in a poor and patriarchal community.

#### **Rationale:**

Cisneros' novella, *The House on Mango Street*, has been a part of the high school's canon of literature for many years. Cisneros' capacity to create meaningful characters that are relatable can be seen in how she introduces her protagonist, Esperanza, through a series of powerful similes and metaphors. Her writing is introspective and thoughtful, and when filtered through the lens of her 12-year-old narrator, rings with an audacious truth.

The delivery method of the work comes in the form of the vignette, an episodic short story form. Each chapter reads like a snapshot moment in the protagonist's life. Some are full narratives, relaying a single event, while others might cover a period of days or weeks. Internal dialogue and narration give the reader a deeper appreciation for the joy, sadness, and ultimately, growth that the narrator experiences. Cisneros' novel, *The House on Mango Street*, fits the model of work that should be found in any 9<sup>th</sup> through 12<sup>th</sup> grade ELA curriculum in California.

In short, Cisneros' *The House on Mango Street* is a familiar work to our community that contributes the voice of its author, a female Mexican-American who has struggled to achieve and has been shaped through her experiences in the same way that our students have.

#### **English Skills/Standards Focus:**

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.L.9-10.5



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

**CCSS.ELA-LITERACY.SL.9-10.1.C**

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**CCSS.ELA-LITERACY.SL.9-10.1.D**

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

***Me (Moth)* by Amber McBride**

***ES Outcomes: Recognizing Intersectionality; Furthering Self-Understanding***

**Synopsis**

Amber McBride's *Me (Moth)* is a novel in verse about a teen girl who is grieving the deaths of her family, and a teen boy who crosses her path.

Moth, an African American teenager, was a Julliard-bound dancer with a loving, supportive family — until a terrible car accident took them all away. Now she doesn't dance anymore and lives with her grieving aunt, because not even the wisdom passed down to her by her grandfather can bring back her family or ease her pain. Her survivor's guilt is so strong that she makes herself almost invisible. This is until the new boy at school, Sani, notices her. He lives with his mom and stepdad, having left his father behind on the Navajo Nation reservation in New Mexico.

On a road trip across the country to see Sani's father, they hope to make some sense of their trauma. As Moth and Sani traverse the landscape of the South, they stop to pay respect to the spirits of those who came before them, and to ponder their strength and resilience as well as the trauma that they've suffered.

**Rationale**

This novel follows the thematic concepts of the unit that began with *The House on Mango Street*, particularly the search for identity and the value of self-understanding. The novel also explores the universality of the human experience in terms of loss, love, ancestry, friendship, and personal

reawakening. The text, written entirely in verse, allows students an opportunity to learn how structure affects meaning. The multiple interpretations that can be taken from the novel help students to examine perspective, meaning, and purpose. McBride's ability to build layer upon layer of meaning, entwining imagery and symbolism with Navajo creation stories and African American culture, makes it an ideal work for an Ethnic Studies English course. Through that lens, the book allows marginalized groups to see themselves and their complex stories in literature.

### **English Skills/Standards Focus:**

#### **CCSS.ELA-LITERACY.RL.9-10.3**

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.

#### **CCSS.ELA-LITERACY.RL.9-10.5**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### **CCSS.ELA-LITERACY.RL.9-10.10**

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

### ***Night* by Elie Wiesel**

***ES Outcomes:*** *Develop a Better Understanding of Others; Work for Greater Inclusivity*

#### **Synopsis:**

*Night* by Elie Wiesel is a memoir recounting the author's painful and traumatic experiences during the Holocaust. Wiesel takes readers through his early life as a Jewish teenager in Sighet, Romania where anti-Semitic persecution gradually dismantled and relocated his community. Wiesel is suddenly separated from his family and endures brutally dehumanizing treatment in the Auschwitz and Buchenwald concentration camps. While enduring the unimaginable atrocities, Wiesel grieves the loss of his family and struggles to maintain his religious faith. The narrative powerfully illustrates the relationship between Wiesel and his father, offering a glimpse into their bond as they strive to survive in the face of despair. Ultimately, *Night* serves as a haunting testimony to the horrors of genocide and a call to remember the past to prevent its recurrence.



**Rationale:**

*Night*, a non-fiction text we have traditionally taught, details first-hand experiences from one of the most consequential events in human history. Additionally, *Night* is rich with literary elements and figurative language, allowing students to analyze and examine the Holocaust through an ELA lens. Upon developing an understanding of the author's point of view and the text's historical significance, students will be challenged to convey their learning through clear and coherent writing while also including strong evidence to support their stance on issues explored throughout the unit.

Reading *Night* alongside other texts such as *Farewell to Manzanar* exposes students to the various struggles shared by multiple cultures and ethnicities. Furthermore, it allows students to explore how we can learn from the past while also considering how similar situations may be avoided or overcome in the future.

**Standards:**

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 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.

RL.9-10.4 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).

RL.9-10.6 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.

W.9-10.2 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.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



## **Farewell to Manzanar** by Jeanne Wakatsuki Houston and James D. Houston

*ES Outcomes: Developing a Better Understanding of Others; Working for Greater Inclusivity*

### **Synopsis:**

Jeanne Wakatsuki Houston's recollection of her childhood at a Japanese internment camp has become a staple of curriculum in schools and on campuses across the country.

During World War II the internment camp, called Manzanar, was created in the high mountain desert country of California, east of the Sierras. Its purpose? To house thousands of Japanese Americans.

In *Farewell to Manzanar*, Jeanne Wakatsuki Houston recalls life at Manzanar through the eyes of the child she was and the experiences of her family. She relays the mundane and remarkable details of daily life during an extraordinary period of American history: the wartime imprisonment of civilians, most native-born Americans, in their own country, without trial, and by their fellow Americans.

She tells of her fear, confusion, and bewilderment as well as the dignity and resourcefulness of people in oppressive and demeaning circumstances. Wakatsuki Houston delivers a powerful first-person account that reveals her search for the meaning of Manzanar.

### **Rationale:**

Returning *Farewell to Manzanar* to the OHS curriculum offers a valuable opportunity to explore important themes in literature with a cultural component. There are several key rationales for including this memoir in the curriculum. *Farewell to Manzanar* is rich in literary elements, such as narrative structure, character development, and thematic exploration. Analyzing these aspects helps students develop critical thinking and interpretive skills.

Furthermore, the book provides a firsthand account of the Japanese-American internment during World War II, a significant and often overlooked part of American history. It helps students understand the impact of this historical event on individuals and families. The memoir's personal and emotional narrative allows students to deeply connect with historical events. It encourages reflection on issues of identity, resilience, and family.

By reading about the experiences of Japanese-Americans, students gain insight into the cultural and ethnic diversity of the United States. It fosters empathy and a deeper appreciation for different perspectives and experiences. Overall, teaching *Farewell to Manzanar* helps students develop a well-rounded understanding of human experiences, fostering academic growth.

## **English Skills/Standards Focus:**

### **CCSS.ELA-LITERACY.RL 9-10.3**

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

### **CCSS.ELA-LITERACY.RI 9-10.3**

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **CCSS.ELA-LITERACY.W 9-10.9**

Draw evidence from literary or informational texts to support analysis.

### **CCSS.ELA-LITERACY.SL 9-10.1**

Initiate and participate effectively in a range of collaborative discussions on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **ELA/ES 10 synopses and rationales**

### **Second Semester**

#### ***Hidden Figures* by Margot Lee Shetterly**

***ES Outcomes:*** *Pursuit of Justice and Equity, Supporting a Community Focus, Developing a better understanding of others*

#### **Synopsis:**

*Hidden Figures* is the true story of the Black female mathematicians at NASA whose calculations helped fuel some of America's greatest achievements in space. Before John Glenn orbited the earth or Neil Armstrong walked on the moon, a group of dedicated mathematicians known as "human computers" used pencils, slide rules and adding machines to calculate the numbers that would launch rockets, and astronauts, into space.

Among these problem-solvers were a group of exceptionally talented African American women.



The book chronicles their careers over nearly three decades as they faced challenges, forged alliances and used their intellect to change their own lives, and their country's future.

### **Rationale**

*Hidden Figures* by Margot Lee Shetterly is a valuable addition to a California English Language Arts (ELA) course for several reasons. With this text, students can analyze the narrative style and structure of the book. *Hidden Figures* blends biography and historical narrative, and examining how Shetterly organizes the book can deepen students' understanding of different literary forms. Also, the book provides rich material for exploring character development, particularly the protagonists' growth and resilience in the face of adversity. Students can analyze how Shetterly presents these characters' achievements and challenges.

Additionally, the themes of perseverance, innovation, and breaking barriers are central to the book. These themes can spark discussions about overcoming obstacles and the role of individual and collective effort in achieving success. The text offers a platform for discussions about intersectionality and how multiple aspects of identity (race, gender, professional achievement) shape experiences and opportunities.

Students will also engage in research projects related to the historical context of the book, exploring the real-life figures and events depicted. This helps develop research skills and the ability to critically evaluate sources. Comparing *Hidden Figures* with other texts can help students develop analytical skills and understand different perspectives on similar historical events.

Finally, the book provides insight into the contributions of African-American women during the Civil Rights era, offering a perspective on race, gender, and segregation in mid-20th-century America. Likewise, by connecting historical achievements to contemporary issues, a unit including *Hidden Figures* helps students see the relevance of history and literature to current events and personal experiences. Incorporating *Hidden Figures* into a Oakdale High School ELA course aligns well with state standards that focus on analyzing diverse texts, understanding historical and cultural contexts, and developing critical thinking skills. The book not only enriches students' understanding of a significant historical narrative but also engages them in broader discussions about societal progress and personal achievement.

### **English Skills/Standards Focus:**

CCSS.ELA-LITERACY.RL.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Vocabulary Acquisition and Use.



CCSS.ELA-LITERACY.RL.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies

CCSS.ELA-LITERACY.RL.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.RL.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.RL.9-10.5.B Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.RL.9-10.6 Acquire and use accurate general academic and domain-specific words and phrases, 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.

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze 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.

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

### ***Lord of the Flies* by William Golding**

*ES Outcomes: Pursuit of justice and equity; promoting self-empowerment for civic engagement; developing interpersonal communication and supporting a community focus*

#### **Synopsis:**

*Lord of the Flies* is a 1954 novel by William Golding about a group of British boys who are stranded on an uninhabited island after their plane crashes during wartime. The boys must fend for themselves and create a society without adult guidance. The novel explores themes such as morality, leadership, and the tension between civilization and savagery.

**Rationale:**

*Lord of the Flies* has been a staple of the OHS curriculum for over thirty years. By reading this novel, students will analyze the characters' moral development and how various methods of leadership impact both the majority and marginalized groups. The perspective gained through this work will create the opportunity to compare and contrast the moral development and leadership styles seen in the supplemental texts read throughout the school year. Therefore, students must synthesize concepts to formulate their own theory of ethical leadership and support that stance with thorough evidence and examples. This fosters the ability to engage in real-world civic conversations and better understand their role as individuals contributing to the well-being of the collective group. Furthermore, the novel exemplifies a work of rich symbolism, structure, and themes and is a uniquely engaging, yet academically challenging book.

**Standards:**

ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA-LITERACY.RL.9-10.3 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.

ELA-LITERACY.RL.9-10.2 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.

ELA-LITERACY.RL.9-10.6 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.

ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA-LITERACY.W.9-10.7 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.



## ***Uncharted Territory* by Jim Burke**

### ***Outcomes:***

- Pursuit of justice and equity.
- Working toward greater inclusivity.
- Furthering self-understanding.
- Developing interpersonal communication.
- Developing a better understanding of others.
- Supporting a community focus.
- Promoting self-empowerment for civic engagement.
- Recognizing intersectionality.

### **Synopsis:**

Curated by Jim Burke, an award-winning high school teacher with more than twenty-five years of teaching experience, *Uncharted Territory* is a reader containing nonfiction, poetry, and fictional stories. The selections and prompts within help students examine questions that are important to them inside and outside of the classroom, including the impact culture has on the human experience. Jim Burke's resources for teachers and students have been a part of the Oakdale High School curriculum for years. Six writing chapters in *Uncharted Territory* offer instruction on the entire writing process, while approachable readings from diverse authors, organized thematically, engage students in thoughtful classroom discussion and activities. Used in conjunction with anchor works, *Uncharted Territory* will strengthen the curriculum and expand student perspective.

### **Rationale:**

This reader aligns with the California State Standards for Language Arts in Writing, Speaking, and Reading. The texts are diverse in genre with poems, short stories, nonfiction pieces, and speeches. The texts are also diverse in the perspectives that are presented, with authors ranging from early American founding fathers, to modern day immigrants. As a result, students will deepen their understanding of the American experience, and the role they play within that ongoing narrative.

### **Standards:**

ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

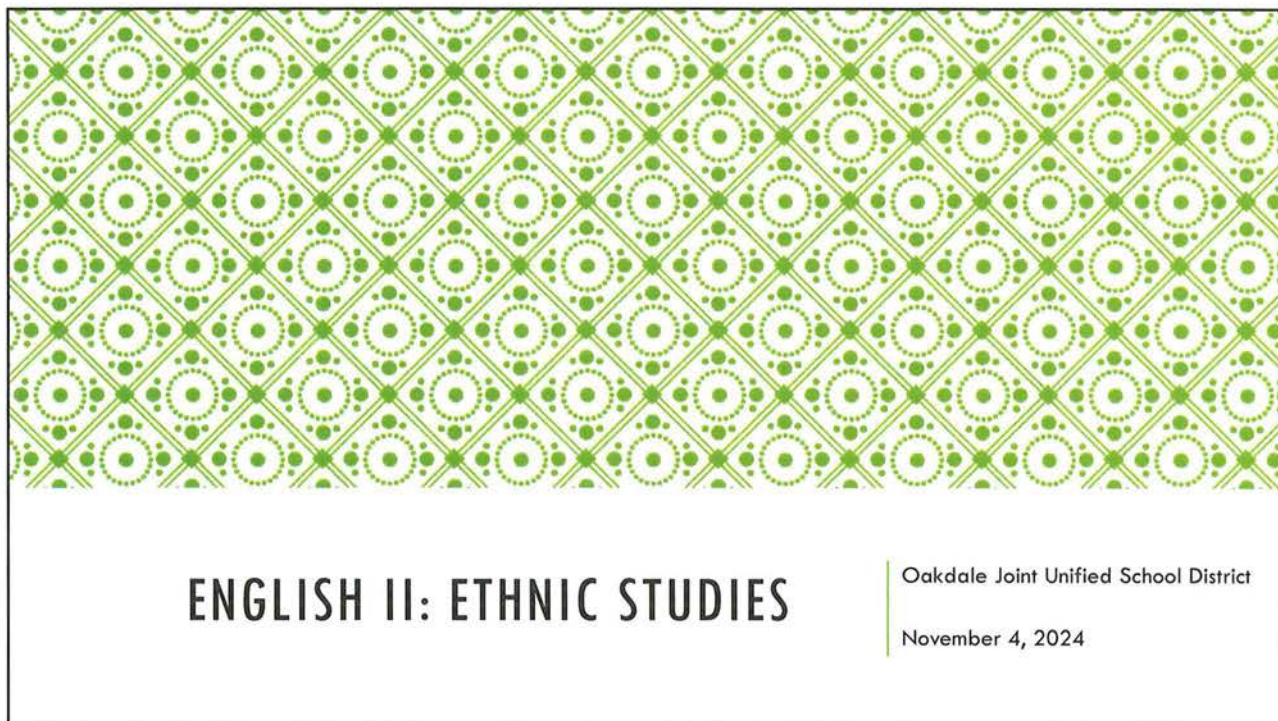


ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA-LITERACY.W.9-10.2 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.



## ENGLISH II: ETHNIC STUDIES

Oakdale Joint Unified School District

November 4, 2024

### BACKGROUND AND OJUSD TIMELINE

\* In 2021, the law designating Ethnic Studies as a graduation requirement was signed.

\* The class must be offered at all California high schools by school year 2025-2026.

\* The class becomes a graduation requirement for those graduating in 2030 and thereafter.

\* The class can be integrated into an existing class.

\* October 2023: 1<sup>st</sup> Board presentation & Community Listening Sessions

\* 2023-2024: Teachers begin to approach this curricular change; attend trainings at SCOE in spring.

\* August, 2024: 4-day English Ethnic Studies bootcamp at which teachers create a course outline and a list of works with synopses and rationales for each one.

\* 2024-2025: Teachers continue to plan the curricula and prepare for a 2025-2026 implementation.

## UNITS ARE ARRANGED THEMATICALLY.

Unit I: Windows and Mirrors: Personal, Social, and Cultural Identity

Unit II: Society, Community, and the Other

Unit III: Breaking Barriers

Unit IV: Morality and Leadership

## EACH UNIT HAS COMMON ELEMENTS.

- \* Essential Questions
- \* Short and Long Readings
- \* English Language Arts Concepts, Skills, and Standards
- \* Reading, Writing, and Critical Thinking Assignments



## MAJOR WORKS

Sandra Cisneros, *The House on Mango Street* \*\*

Amber McBride, *Me (Moth)*

Jim Burke, *Uncharted Territories* anthology (selections) \*\*

Tommy Orange, *There, There* (excerpts)

Amy Tan, *The Joy Luck Club* \*\*

Elie Wiesel, *Night* \*\*

Jean W. Houston and James D. Houston, *Farewell to Manzanar* \*\*

Margot Lee Shetterly, *Hidden Figures*

## NEXT STEPS

- \* Continued collaborative planning by the OHS English Dept to create a pacing calendar and assignments

- \* Listening Sessions for Community Involvement & Student Voice

- \* Submission to the UC A-G Portal in February

## 8 OUTCOMES OF ETHNIC STUDIES

- \* Pursuit of justice and equity
- \* Working toward greater inclusivity
- \* Furthering self-understanding
- \* Developing a better understanding of others
- \* Recognizing intersectionality – that we all belong to multiple groups
- \* Promoting civic engagement
- \* Supporting a community focus
- \* Developing interpersonal communication