

CALIFORNIA STORIES UNCOVERED IN THE CLASSROOM
WRITING OUR HERITAGE, OUR COMMUNITIES, OUR PROMISE
TEACHER-TO-TEACHER CURRICULUM RESOURCES & PROJECT GRID

<p><i>California Stories Uncovered:</i> Writing Our Heritage, Our Communities, Our Promise Teacher-To-Teacher Curriculum Resources</p>	<p>Links to CA E/LA Content Standards— Writing Applications</p>	<p>Links to State or District Adopted Texts</p>	<p>Links to State, District, and/or University Assessments</p>
<p>Family and Community History Projects (Pages A:1-A:22) This yearlong project starts with students examining their own experiences, extends to exploring the lives of their families, and reaches beyond to include learning about their community. It focuses on strengthening students’ identities—by affirming them and their lives—and the connections that bind and link families and communities.</p> <p>Genres: poetry, memoirs, letters, reflective essays, biographies, autobiographical sketches, narratives</p> <p>Recommended Grades: 2-5</p>	<p>Grades 2-3 narratives Grades 4-5 narrative essays Grade 4 information reports Grades 5 research reports</p>	<p>Houghton Mifflin/Second Grade <i>Family Time</i> (biography) Houghton Mifflin/Fifth Grade <i>One Land, Many Trails</i>, (autobiography) Open Court/Third Grade <i>Friendship</i> (biography, realistic story) Open Court/Third Grade <i>Storytelling</i> (biography, personal narrative, and realistic story) Open Court/Fifth Grade— <i>Journeys and Quests</i> (biographies) <i>Going West</i> (biographies or letters) Open Court/Fourth Grade <i>Survival</i> (narratives and biographies)</p>	<p>CA Writing Standards Test, Grade 4— narratives, responses to literature</p>

<p>If You're Not from Gold Mountain... (Pages B:1-B:18) The history of California is shaped by its increasingly diverse population, with each generation or group facing individual challenges and adding to a legacy of accomplishments and contributions. In this project, students will interview a California resident to uncover and write about the impact of <i>where</i> we live on <i>who</i> we are.</p> <p>Genre: oral histories and reflective essays</p> <p>Recommended Grades: 4-8</p>	<p>Grade 4 information reports Grades 5-10 research reports Grades 4-12 narrative essays Grades 8-10 biographies</p>	<p>Houghton Mifflin/Fifth Grade <i>One Land, Many Trails</i>, (autobiography)</p> <p>Open Court/Fifth Grade— <i>Journeys and Quests</i> (biographies) <i>Going West</i> (biographies or letters) Open Court/Fourth Grade <i>Survival</i> (narratives and biographies)</p>	<p>CA Writing Standards Test, Grades 4 and 7— narratives, persuasive essays, responses to literature</p>
<p>Living in California: Examining Languages Acquired and Languages Lost. (Pages C:1-C:12) Students reflect on languages—the ones they and/or their family have acquired, as well as the ones lost. Questions students consider: What does it mean to be bilingual? What does it mean to be monolingual? What does it mean to lose your first language? What does this mean for individuals, for children, for families, for grandparents? What does this mean for building or sustaining bridges across generations?</p> <p>Genre: narratives, reflections, poetry, letters, persuasive essays</p> <p>Recommended grades: 4-6 English learners</p>	<p>Grades 4-8 narrative essays, responses to literature, biographies</p>	<p>Houghton Mifflin/Fifth Grade <i>One Land, Many Trails</i>, (autobiography) <i>Person to Person, Speeches</i> Houghton Mifflin/Sixth Grade <i>Courage</i> (write an opinion)</p> <p>Open Court/Fifth Grade— <i>Journeys and Quests</i> (biographies) <i>Going West</i> (biographies or letters) Open Court/Fourth Grade <i>Survival</i> (narratives and biographies)</p>	<p>CA Writing Standards Test, Grades 4 and 7— narratives, persuasive essays, responses to literature</p> <p>CAHSEE, Grade 10— biographical narratives, persuasive essays</p>

<p>Biographical Narrative Writing: A Springboard for the Oral History Project. (Pages D:1-D:23)</p> <p>The Oral History Project gives students a purposeful reason for writing biographical narratives that share real life stories from significant people in their lives. As students conduct research using primary sources, they learn to interpret, examine, and relate the significance of the subject to their own lives. This project provides valuable opportunities for telling life stories, reminiscing and learning about family members, and appreciating cultural values and traditions that are passed down through the spoken word and recorded in writing.</p> <p>Genre: biographical narratives/oral histories</p> <p>Recommended grades: 4-12</p>	<p>Grade 4 information reports Grades 5-10 research reports Grades 4-12 narrative essays Grades 8-10 biographies Grades 11-12 historical investigation reports (E/LA and History/Social Science Content Standards) Grade 11-12 reflective essays</p>	<p>Open Court/Fifth Grade— <i>Journeys and Quests</i> (biographies) <i>Going West</i> (biographies or letters)</p> <p>Houghton Mifflin/Sixth Grade— <i>Doers and Dreamers</i> (biographies/research on activists) <i>Growing Up</i> (biographies/character sketch) <i>Courage</i> (dramatic accounts/profiles in courage)</p> <p>Holt, Rinehart & Winston <i>Elements of Literature</i>— Fourth and Fifth Courses, <i>Writing a Biographical Narrative, Describing a Person</i>; Fifth and Sixth Courses, <i>Writing a Descriptive Essay</i>; Third and Fourth Courses, <i>Writing a Research Paper</i></p>	<p>CA Writing Standards Test, Grades 4 and 7— narrative essays</p> <p>CAHSEE 10— biographical narrative essays</p>
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<p>Americanization and Success: Where Do You Stand? Writing a Controversial Issue Essay (Pages E:1-E:15)</p> <p>“The more Americanized you are, the more successful you’ll be.” This statement, made in an English learner classroom, becomes the foundation for a writing assignment that asks students to explore and research this assertion and to take a stand in response to it. In order to form their own opinions, students read and discuss immigrant memoirs, which serve as scaffolding for their own ideas as expressed in speech and writing.</p> <p>Genre: controversial issue essays</p> <p>Recommended grades: 7-12 intermediate, advanced, and transitional English learners</p>	<p>Grades 7-10 persuasive compositions</p>	<p>Holt, Rinehart & Winston <i>Elements of Literature— Third through Sixth Courses, Writing a Persuasive Essay</i></p> <p>McDougal Littell <i>Language Network 9-11</i> opinion statement, persuasive essay, persuasive argument, proposal</p>	<p>CA Writing Standards Test, Grade 7— persuasive essays</p> <p>CAHSEE, Grade 10— persuasive essays</p>
<p>Who and What Defines You? Making Choices in California. (Pages F:1-F:11)</p> <p>This project invites students to examine their lives and the choices they have made and to determine which influences in their lives—especially influences from living in California—shape and define them. In a culminating writing task, students choose which written genre will best communicate what they want to say about who they are as a Californian in the city in which they live.</p> <p>Genre: Student choice of poetry, analytic essays, memoirs, letters, reflective essays, or one-act plays</p> <p>Recommended grades: 7-12</p>	<p>Grades 7-10 autobiographical narratives, persuasive compositions</p> <p>Grades 11-12 reflective essays, multimedia presentations</p>	<p>Holt, Rinehart & Winston <i>Elements of Literature— Third through Sixth Courses, Writing a Persuasive Essay, Third, Fourth, and Fifth Courses, Writing an Autobiographical Narrative, Fourth Course, Analyzing Problems and Solutions, Fifth and Sixth Courses, Writing a Reflective Essay</i></p>	<p>CA Writing Standards Test, Grade 7— persuasive essays</p> <p>CAHSEE, Grade 10— persuasive essays</p>

<p>Solving Problems to Make Our Dreams a Reality (Pages G:1-G:26) Students can learn to improve their lives and communities by taking action and seeing themselves as problem-solvers. In this unit, students take on the role of problem-solver as they identify and examine problems in their school and neighborhood communities and explore meaningful solutions to those problems. As a culminating assignment, students write a problem-solution essay, proposing and analyzing solutions for a challenge or issue in their school or neighborhood. Genre: problem solution essays/senior projects/action research proposals Recommended Grades: 7-12</p>	<p>Grades 7-10 persuasive compositions</p> <p>Grades 9-10 analytical essays research reports</p> <p>Grades 11-12 multimedia presentations historical investigation reports (E/LA and History/Social Science Content Standards)</p>	<p>Holt, Rinehart & Winston <i>Elements of Literature— Fourth Course, Analyzing Problems and Solutions</i></p> <p>McDougal Littell <i>Language Network 9-11</i> opinion statement, cause-effect essay, problem solution essay, persuasive argument, proposal</p>	<p>CA Writing Standards Test, Grade 7— persuasive essays</p> <p>CAHSEE, Grade 10— persuasive essays</p>
<p>Where Does My Family Fit in California? (Pages H:1-H:21) Using Francisco Jimenez’s autobiographical essay, “The Circuit,” English learners examine how their families fit into our diverse California. From their readings—an extensive array of farm worker poetry, short stories, essays, and primary source documents—students will gather textual evidence to write a claim-driven, UC Subject A-type essay. Genre: UC Subject A-type essays Recommended grades: 9-12 advanced and transitional English learners</p>	<p>Grades 9-10 expository compositions including analytical essays</p> <p>Grades 9-12 responses to literature, reflective essays</p>	<p>Holt, Rinehart & Winston <i>Elements of Literature— Third, Fifth, and Sixth Courses, Analyzing Nonfiction</i></p> <p>McDougal Littell <i>Language Network 9-11</i> opinion statement, persuasive essay, persuasive argument</p>	<p>CAHSEE, Grade 10— responses to literature, expository compositions</p> <p>UC Subject A Examination, CSU English Placement Test Exam</p>

<p>Uncovering Misperceptions Associated with Living in a Small Town. (Pages I:1-I:10) Misperceptions about life in small towns and about an individual’s appearance abound. In this project, students from a rural community respond to issue-based texts and life experiences which prepare them to write academic essays that analyze the myths and the realities of living in a rural town, the misperceptions based on external appearances, and ways of overcoming how people are perceived. Genre: reflective narratives, analytic/UC Subject A-type essays Recommended grades: 9-12</p>	<p>Grades 9-10 expository compositions including analytical essays</p> <p>Grades 9-12 responses to literature, reflective essays</p>	<p>Holt, Rinehart & Winston <i>Elements of Literature— Fourth Course, Analyzing Problems and Solutions</i> Third, Fifth, and Sixth Courses, <i>Analyzing Nonfiction</i></p> <p>McDougal Littell <i>Language Network</i> 9-11 opinion statement, persuasive essay, persuasive argument</p>	<p>CAHSEE, Grade 10— responses to literature, expository compositions</p> <p>UC Subject A Examination, CSU English Placement Test Exam</p>
<p>Uncovering Misconceptions Associated with Living in an Urban Community: An Adaptation of Uncovering Misperceptions Associated with Living in a Small Town. (Pages J:1-J:4) Misperceptions about life in urban communities and about the residents of those communities abound. In this project, students from an urban community respond to issue-based texts and life experiences to write academic essays that analyze the myths and the realities of living in an urban community, the misperceptions of external appearances, and ways of overcoming how people are perceived. Genre: reflective narratives, analytic/expository essays Recommended grades: 9-12</p>	<p>Grades 9-10 expository compositions including analytical essays</p> <p>Grades 9-12 responses to literature, reflective essays</p>	<p>Holt, Rinehart & Winston <i>Elements of Literature— Fourth Course, Analyzing Problems and Solutions</i> Third, Fifth, and Sixth Courses, <i>Analyzing Nonfiction</i></p> <p>McDougal Littell <i>Language Network</i> 9-11 opinion statement, persuasive essay, persuasive argument</p>	<p>CAHSEE, Grade 10— responses to literature, expository compositions</p> <p>UC Subject A Examination, CSU English Placement Test Exam</p>