

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



English II  
College Prep

Approved by BOE, December 2016

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Course Overview**

English II is a required full-year course offered to tenth-grade students at the college prep and honors levels. This course is aligned with Common Core Standards and NMHS 21st-century learning expectations. Students read classical and contemporary literature including nonfiction, and they write routinely for a range of tasks, purposes, and audiences. Through the tenth-grade language arts theme of “Search for Identity Across Cultures,” students read at least one core text per semester and learn to develop research, interpretative, and evaluative skills. Students are challenged by tasks of increasing complexity but appropriate to their level and relevant to their learning. Students may also choose to participate in the summer reading activity.



# Pacing Guide

<b>Unit Title</b>	<b># of Weeks</b>
Maturing Through Facing Adversity	7-8
Justice and Inequality	7-8
Authority and the Individual	7-8
Cultural Perspectives	7-8

## New Milford Public Schools

Committee Member(s): Jeffrey Bronn and Jen LaCava Unit Title: Maturing Through Facing Adversity	Course/Subject: English II College Prep Grade Level: 10 # of Weeks: 7-8
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• <b>RL 3:</b> 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.</li> <li>• <b>RI 2:</b> 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.</li> <li>• <b>W 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• <b>SL 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The search for identity is an essential part of becoming an adult.</li> <li>• All experiences, both positive and negative, can provide an opportunity for growth and maturity.</li> <li>• Interpersonal relationships affect an individual's identity; people can empathize with others by learning of their experiences.</li> <li>• Overcoming adversity contributes to building integrity and moral growth through facing life's challenges.</li> <li>• The analysis of character development shows students how people can change through interacting with other characters, overcoming obstacles, etc.</li> <li>• Evaluating a speaker's point of view allows students to recognize bias and to determine whether a source of information can be trusted.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the search for identity universal?</li> <li>• In what ways do our experiences shape our individuality?</li> <li>• How do our relationships with others affect who we are as individuals?</li> <li>• How and why is adversity necessary for individual growth?</li> <li>• Why is it important to analyze the development of complex characters within a text?</li> <li>• Why is it important to evaluate the point of view of a speaker?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	

Students will know the following:

- An essential part of growing up is the search for one's identity.
- Characters in literature grow and change through adversity
- Methods of character development
- Strategies to use to determine the main idea of a nonfiction work
- How to write an effective narrative
- Techniques for evaluating a speaker's point of view and use of evidence

Students will be able to do the following:

- Analyze the progression of a character through a work of fiction
- Identify challenges and obstacles faced by a character throughout a work of fiction
- Define and recognize various methods of character development, including direct and indirect characterization
- Distinguish the main idea of a nonfiction work
- Create a narrative piece of writing using effective techniques, well-chosen details, and well-structured event sequences
- Articulate a speaker's point of view and evaluate a speaker's use of evidence

#### Character Attributes

- Courage
- Perseverance
- Honesty

#### Technology Competencies

- Using Google documents to create, share, and edit documents

### Develop Teaching and Learning Plan

Teaching Strategies:

- Provide literary works that include themes of characters facing adversity
- Introduce methods of character development
- Provide non-fiction biographic accounts of individuals overcoming adversity
- Model how to analyze a character from a literary work
- Provide samples of reports from therapists/practitioners
- Provide samples of various narrative works
- Explain the difference between subjective and objective summaries
- Outline how to write a sample narrative
- Read, revise, and provide feedback of student drafts for their narratives
- Show video clips of TED talks and discuss

Learning Activities:

- Chart a character's change and development throughout the course of a literary work
- Create a Venn Diagram comparing struggles and changes between a character and actual person
- Read a non-fiction article and identify its main idea and supporting details
- Write an objective summary of a non-fiction work
- Read and note characteristics of a professional report from a mental health care professional
- Read a short coming-of-age story and discuss how that character changed
- Identify which method(s) of



<p>criteria for evaluating speaker point of view, evidence, and reasoning</p> <ul style="list-style-type: none"> <li>• Arrange to have a member of the counseling department speak to the class about psychological issues</li> </ul>	<p>character development an author employs in a short story</p> <ul style="list-style-type: none"> <li>• Read samples of narratives and identify characteristics of narrative writing</li> <li>• Brainstorm ideas with classmates on various topics for a narrative</li> <li>• Use criteria to evaluate the point of view, details, and reasoning of a TED speaker</li> </ul>
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<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p><b>COMMON ASSESSMENT</b>            Goal: Case Report            Role: Clinical Practitioner/Therapist            Audience: Client’s parents, primary physician            Situation: Student will assume the role of a therapist and chronicle the changes a character has faced through the text as he or she overcame adversity to mature.            Product or Performance: A written account of maturity as a result of overcoming adversity.            Standards for Success: The report is similar to that of a professional</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Identify author’s purpose in a non-fiction article/essay and explain how that purpose is developed throughout the work</li> <li>• Peer evaluate, question, and critique the product from the GRASP assessment</li> <li>• Student narratives on facing adversity are well-detailed and structured so that they are easily understood by the reader</li> </ul>

<b>Suggested Resources</b>
<p>Resources include but are not limited to:</p> <p>Novels:</p> <ul style="list-style-type: none"> <li>• Kingsolver, <i>The Bean Trees</i></li> <li>• Anaya, <i>Bless Me Ultima</i></li> <li>• McCammon, <i>Boy’s Life</i></li> <li>• Salinger, <i>Catcher in the Rye</i>** Core Text</li> <li>• Haddon, <i>Curious Incident of the Dog in the Night-Time</i></li> <li>• Kidd, <i>The Secret Life of Bees</i></li> </ul> <p>Nonfiction:</p> <ul style="list-style-type: none"> <li>• Gruwell, <i>The Freedom Writers Diary</i></li> <li>• Krakauer, <i>Into Thin Air</i></li> <li>• Moore, <i>The Other Wes Moore</i></li> </ul> <p>Drama:</p> <ul style="list-style-type: none"> <li>• Hansberry, “A Raisin in the Sun”</li> </ul>

## New Milford Public Schools

Committee Member(s): Jeffrey Bronn, Jen LaCava Unit Title: <b>Justice and Inequality</b>	Course/Subject: <b>English II College Prep</b> Grade Level: 10 # of Weeks: 7-8
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• <b>RL 2:</b> 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.</li> <li>• <b>RI 4:</b> 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).</li> <li>• <b>W 2:</b> 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.</li> <li>• <b>SL 2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Theme is often determined by analyzing various literary elements along with the author's message</li> <li>• An inequality occurs when a person(s) is not given equal treatment based on a pre-condition</li> <li>• Inequality is a major literary theme because of its presence in the human condition since ancient times</li> <li>• People experience inequalities for many reasons ranging from background to appearance to beliefs</li> <li>• Inequalities are created by prejudices and a lack of acceptance of those perceived as different than the majority</li> <li>• Justice is an important virtue that seeks to correct wrongdoings imposed on those who have suffered</li> </ul>	<ul style="list-style-type: none"> <li>• How is theme identified in work of literature?</li> <li>• What is an inequality?</li> <li>• Why is inequality a major theme in literature?</li> <li>• How does inequality extend beyond race?</li> <li>• What creates inequalities in society?</li> <li>• Why is justice an important virtue?</li> <li>• How do word choices affect the meaning of a work?</li> <li>• Why are multiple sources of information necessary when conducting research?</li> </ul>

- Word choices affect the message of a work by conjuring conjure feelings and emotions of the reader
- Multiple sources of information allow for more perspectives which result in greater credibility for a researcher/writer

**Expected Performances**

What students should know and be able to do

Students will know the following:

- Theme can often be identified by examining the interaction of plot, conflict, and characters of a literary work along with author's message
- Inequalities may be based on gender, age, religion, culture, sexual orientation, social class, and physical handicaps.
- Lack of knowledge of other persons creates less understanding and acceptance
- An author's word choices are often selected for an intended effect on readers
- An author's word choices are a reflection of his/her credibility and background
- Research that includes multiple sources of information creates more convincing, clear, and credible works
- How a character reacts to his/her inequality and suffering is a key attribute to the theme of a literary work
- Writing in a formal style includes an absence of personal pronouns, complex sentence structure, and higher tier vocabulary.
- Formalized writing is intended for a wide-audience of the general public

Students will be able to do the following:

- Identify the theme of literary work or passage and support their findings with strong textual evidence
- Identify the connotative meanings of an author's word choices
- Use specific word choices in their own writing to affect meaning
- Write in a formal, technical style
- Identify examples and causes of inequalities in a literary work
- Use multiple sources of information that are valid and relevant
- Analyze a character's experiences along with his/her struggle to overcome injustices
- Evaluate the level of justice delivered at the outcome of a literary work

**Character Attributes**

- Courage
- Respect

**Technology Competencies**

- Using online academic search engines such as iConn
- Typing and sharing on Google documents

## Develop Teaching and Learning Plan

<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Provide examples of literature that contain the theme of inequality</li> <li>• Provide a list of several words that have multiple connotative meanings</li> <li>• Provide examples of non-fiction essays and articles to analyze an author's word choices</li> <li>• Provide samples of formal writing that display characteristics of it</li> <li>• Collaborate with LLC specialist to introduce/review online search engines used in academic research</li> <li>• Review a sample of research writing that shows the integration of multiple sources and a works cited page</li> <li>• Provide several samples of online sources and discuss the validity of each</li> <li>• Facilitate discussion on how and why a character experiences inequalities</li> <li>• Provide examples of policies that seek to promote greater equality for purpose of content and language</li> <li>• Revise student formal writing and offer meaningful feedback</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify the theme of a specific passage and support idea with textual examples</li> <li>• Identify the purpose of a non-fiction article or essay</li> <li>• Read samples of formal writing and identify several characteristics of it</li> <li>• Practice writing journal entries and short responses in a formal style</li> <li>• Conduct brief research tasks in which multiple sources of information are used</li> <li>• Discuss connotative meanings of words from a list provided by the teacher</li> <li>• Discuss character(s) struggles with inequality from a literary work</li> <li>• Compare and contrast current and historical examples of inequalities</li> <li>• Identify and discuss inequalities observed or experienced in their own lives</li> <li>• Read examples of rules and policies from the student handbook and identify characteristics of the writing style</li> <li>• Write a sample of a rule or policy in a formalized tone</li> </ul>
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## Assessments

<b>Performance Task(s)</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Write a policy that promotes equality for a literary character(s)</p> <p>Role: Policymaker</p> <p>Audience: Legislators</p> <p>Situation: Create a policy that promotes equality for a literary</p>	<ul style="list-style-type: none"> <li>• Students correctly identify theme in a novel and support with textual evidence</li> <li>• Students identify author's purpose in a non-fiction work and explain how the author's word choices affect that purpose</li> </ul>

<p>character</p> <p>Product or Performance: Finalized policy along with rationale</p> <p>Standards for Success:</p> <p>Acceptance of policy by legislators</p>	<ul style="list-style-type: none"> <li>Multiple sources of evidence including literary works are integrated in the rationale for GRASP task</li> </ul>
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### Suggested Resources

<ul style="list-style-type: none"> <li>Hansberry, Lorraine. <i>A Raisin in the Sun</i></li> <li>Gruwell, Erin. <i>Freedom Writer's Diary</i></li> <li>Shakespeare, William. <i>Othello</i></li> <li>Moore, Wes. <i>The Other Wes Moore</i></li> <li>Kennedy, Robert Francis. "Remarks on the Assassination of Martin Luther King"</li> <li>"Laverne Cox: Counting LGBT People is 'a Matter of Life and Death'" <i>Time</i>. <a href="http://www.time.com">www.time.com</a></li> <li>"Examples of Connotative Words" <i>Your Dictionary</i>. <a href="http://www.yourdictionary.com">www.yourdictionary.com</a></li> </ul>
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## New Milford Public Schools

Committee Member(s): Jeffrey Bronn, Jen LaCava Unit Title: Authority and the Individual	Course/Subject: <b>English II College Prep</b> Grade Level: 10 # of Weeks: 7-8
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• <b>RL 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• <b>RI 3:</b> 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.</li> <li>• <b>W 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• <b>SL 4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Authority is sometimes challenged when it has oppressed one's individual rights or committed injustices</li> <li>• Leaders have an ethical responsibility to promote a community of prosperity and well-being</li> <li>• Credibility establishes trust and integrity between writers and readers which deepens the meaning of the text</li> <li>• Hubris and fear are often major factors in the corruption of a leader</li> <li>• Individual values may differ than those of the state which creates struggle and unrest</li> <li>• One usually achieves power from the support of the people or by force</li> <li>• The order of reasoning affects the audience's reaction to a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Why is authority sometimes challenged?</li> <li>• What is the ethical responsibility of a leader?</li> <li>• Why is credibility important?</li> <li>• What causes the corruption of a leader?</li> <li>• How does an individual achieve power?</li> <li>• What is the relationship between the values of an individual and that of the state?</li> <li>• What is the importance of the order of reasoning when writing to support claims?</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- Individuals challenging authority is a common theme in literature
- Authority figures may act against the will of the people for personal gain
- Oppressed persons often experience injustices by authority
- Authority is a necessary component of a functioning society
- Individual values and beliefs often clash with those of the state
- Individuals who challenge authority often have support from others with shared experiences and beliefs
- Challenging authority often results in negative consequences for the individual
- Claims are strengthened by valid reasoning and sufficient evidence
- How to Identify strong textual evidence within a work a literature
- Effective verbal delivery of an argument is a necessary component of its success

Students will be able to do the following:

- Identify the theme of individuals challenging authority in a work of literature
- Cite reasons that cause corruption in authority figures
- Determine the effect on characters/individuals by oppressive authority
- Identify reasons why an individual challenges authority in a work of literature
- Compare examples from history of individuals challenging authority
- Identify and support examples of effective leaders from the past or present
- Cite strong textual evidence to support a claim
- Identify and discuss the effectiveness of an author's order of reasoning/points
- Evaluate the verbal delivery of an argument
- Analyze the outcomes of individuals challenging authority from several works of literature
- Compare literary examples and actual examples of individuals challenging authority
- Identify current situations in the world of individuals challenging authority
- Support a claim with valid reasoning and sufficient evidence

**Character Attributes**

- Integrity
- Citizenship

**Technology Competencies**

- Creating digital presentations using Google slides
- Typing and sharing on Google documents

**Develop Teaching and Learning Plan**

Teaching Strategies:

Learning Activities:

<ul style="list-style-type: none"> <li>• Provide several literary works that involve the struggle between authority and individuals</li> <li>• Reference an example from history of individuals challenging authority</li> <li>• Model how to analyze a passage from a literary work</li> <li>• Model how to identify strong textual examples</li> <li>• Provide samples of non-fiction campaign speeches</li> <li>• Show video clips of presidential debates</li> <li>• Create a graphic organizer for students to outline claims and supporting evidence</li> <li>• Provide an example of an effective argumentative speech</li> <li>• Create a Venn Diagram to compare and contrast multiple examples of the unit theme</li> <li>• Discuss examples of effective modern leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Identify theme of challenging authority in a literary work and support ideas with some evidence from the text</li> <li>• Identify and discuss reasons why a character challenges authority</li> <li>• Evaluate the effectiveness of a leader or authority figure from a text</li> <li>• Discuss the effectiveness of content and delivery of presidential candidates</li> <li>• Create a chart comparing qualities of effective and ineffective leadership</li> <li>• Identify the primary claim in an argumentative essay</li> <li>• Research and discuss a historical figure who challenged authority</li> <li>• Use Venn Diagram to compare and contrast multiple examples and outcomes of individuals challenging authority</li> <li>• Interview a person of authority and investigate challenges faced by that person</li> <li>• Create outline of a speech that includes a claim and supporting evidence</li> </ul>
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<b>Assessments</b>	
<p style="text-align: center;"><b>Performance Task(s)</b></p> <p style="text-align: center;">Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;"><b>Other Evidence</b></p> <p style="text-align: center;">Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Support or oppose a person in power</p> <p>Role: Character from a novel/work of literature</p> <p>Audience: Citizens</p> <p>Situation: An authority figure is being questioned or challenged</p> <p>Product or Performance: Written and delivered speech</p>	<ul style="list-style-type: none"> <li>• Support an analysis of a literary passage or text with at least five pieces of strong textual evidence</li> <li>• Identify and analyze the claim, structure, and evidence of a political speech</li> <li>• Evaluate the effectiveness of arguments and supporting points from a political debate</li> </ul>



Standards for Success: Speech persuades citizens to agree with point of view of the speaker/character	
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<b>Suggested Resources</b>	
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| <ul style="list-style-type: none"><li>• Sophocles. <i>Antigone</i></li><li>• Bradbury, Ray. <i>Fahrenheit 451</i></li><li>• Shakespeare, William. <i>Julius Caesar</i></li><li>• Hayakawa, S.I. "Bilingualism in America: English Should Be the Official Language"</li><li>• "Debate History". <i>Commission on Presidential Debates</i>. <a href="http://www.debates.org">www.debates.org</a></li></ul> |  |
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## New Milford Public Schools

Committee Member(s): Jeffrey Bronn and Jen LaCava Unit Title: Cultural Perspectives	Course/Subject: English II College Prep Grade Level: 10 # of Weeks: 7-8
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• <u>RL 6</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.</li> <li>• <u>RI 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.</li> <li>• <u>W 7</u>: 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.</li> <li>• <u>SL 1</u>: 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.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Cultural values and heritage provide a foundation on which we build identity.</li> <li>• The study of differing cultures enables us to understand the perspectives of others.</li> <li>• Literary works can express the unique and shared qualities of the voices of cultures of historical periods.</li> <li>• Various perspectives from literary works provide an enriched view of underlying factors leading to conflict.</li> <li>• Determining the author's viewpoint and rhetoric will allow the students to evaluate the author's message and the methods used to get the message across.</li> <li>• Conducting research ensures student awareness and understanding of factual events to broaden knowledge.</li> <li>• Discussion skills are paramount for</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to preserve cultural values and heritage?</li> <li>• Why is it important to study other cultures?</li> <li>• How do literary works honor and challenge cultural traditions?</li> <li>• How do literary works offer insight into cultural conflicts?</li> <li>• Why is it important to determine an author's viewpoint and analyze author rhetoric?</li> <li>• Why is it important to conduct research?</li> <li>• Why is it important to develop discussion skills?</li> </ul>

<p>extended speaking and listening practice by all of the contributors. Being able to effectively communicate thoughts and ideas in a verbal setting is an essential 21st century skill.</p>	
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Elements of various cultures drawn from text details</li> <li>• Challenges of assimilating into a new culture</li> <li>• Narrative voices present personalized accounts of daily life</li> <li>• How conflicts among or within various cultures came about</li> <li>• Rhetoric appeals (ethos, pathos, logos)</li> <li>• How to research topics using a variety of credible sources</li> <li>• Participating in discussions is paramount to practicing speaking and listening skills.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Explore ancient and modern works of literature from other cultures</li> <li>• Investigate how literature draws on and questions cultural traditions and values</li> <li>• Examine the root of conflict among or within cultures</li> <li>• Identify the significance of vocabulary within a text, including multiple connotations attached to given words by various cultures.</li> <li>• Analyze the narration style of a text</li> <li>• Recognize and define rhetoric appeals within a text</li> <li>• Research and compare and contrast cultural norms</li> <li>• Discuss and present information using digital media</li> </ul>	
<p><b>Character Attributes</b></p>	
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Compassion</li> <li>• Cooperation</li> </ul>	
<p><b>Technology Competencies</b></p>	
<ul style="list-style-type: none"> <li>• Using online research skills</li> <li>• Using online presentation programs such as Google Slides</li> </ul>	
<p><b>Develop Teaching and Learning Plan</b></p>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Provide literary works in a variety of genres from outside the United States</li> <li>• Ask higher order thinking questions to facilitate discussion on varying aspects of culture</li> <li>• Identify and discuss past and current conflicts among or within cultures.</li> <li>• Give an example of vocabulary that has multiple connotations within a text</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Read and analyze a literary work, identifying cultural details</li> <li>• Discuss in varied situations (fishbowl, small group, partners, whole class) cultural norms from the text</li> <li>• Create a timeline showing how a cultural conflict evolved</li> <li>• List several examples of vocabulary terms within a text that have multiple</li> </ul>

<ul style="list-style-type: none"> <li>• Define various styles of narration on a graphic organizer</li> <li>• Give notes on ethos, logos, pathos</li> <li>• Bring class to LLC for research instruction</li> </ul>	<p>connotations</p> <ul style="list-style-type: none"> <li>• Complete graphic organizer on styles of narration</li> <li>• Take notes on ethos, logos, pathos. Find examples within the text.</li> <li>• Conduct research on a specific culture</li> </ul>
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<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>COMMON ASSESSMENT</b>            Goal: Group Presentation</p> <p>Role: National Geographic Journalist</p> <p>Audience: Readers of NG magazine that are attending a cultural conference.</p> <p>Situation: Students will work in groups to research and create a presentation that compares and contrasts two cultures, or two aspects of the same culture, using settings or characters from the texts analyzed in class.</p> <p>Product or Performance: Digital presentation for a conference.</p> <p>Standards for Success: Audience has broadened their knowledge of other cultures and cultural differences.</p>	<ul style="list-style-type: none"> <li>• Students identify author’s point of view and explain the rhetorical appeals used within a work of non-fiction.</li> <li>• Students analyze the point of view in a work of fiction and can identify cultural traits within the text.</li> </ul>
<b>Suggested Resources</b>	
<p>Resources include but are not limited to:</p> <p>Novels:</p> <ul style="list-style-type: none"> <li>• Coehlo, <i>The Alchemist</i></li> <li>• Sophocles, <i>Antigone</i></li> <li>• Anaya, <i>Bless Me Ultima</i></li> <li>• Congwen, <i>Border Town</i></li> <li>• Paton, <i>Cry, Beloved Country</i></li> <li>• Rostand, <i>Cyrano de Bergerac</i></li> </ul>	

- Buck, *The Good Earth*
- Alvarez, *In the Time of the Butterflies*
- Tucker, *Love in the Driest Season*
- Wasserman, *Man of La Mancha*
- Achebe, *Things Fall Apart*
- Marshall, *Walkabout*

Short Stories:

- Tagore, "The Cabuliwallah"
- Cortazar "End of the Game"
- Borges "The Secret Miracle"
- Paton "Tales from a Troubled Land"
- Gogol "The Overcoat"
- Chekov "The Duel"

Nonfiction:

- Valladares *Against All Hope: A Memoir of Life in Castro's Gulag*
- Fu *Six Records of a Floating Life*
- Mandela *Long Walk to Freedom: The Autobiography of Nelson Mandela*
- Tsvetaeva *Poets with History and Poets Without History*