

Enduring Understanding(s):

Language and literature help us understand and face the challenges that await us in a diverse and changing world.

Essential Questions:

- How do traditional roles differ between cultures?
- What are the benefits and detriments associated with the increased use of technology in our diverse and changing world?
- What happens when cultures meet?
- How does fiction help us deal with real-world challenges?
- How does the definition or concept of adulthood change according to culture?
- How does technology influence the way we chronicle our lives?
- How does culture influence our identity?

Pacing	Knowledge/Performance Standards	Performance Task Assessment Remember, assessments are a great place to differentiate for English language learners and students who need more challenge. How many different ways can students show what they've learned?	Literary and Grammar Terms	Resources Differentiate instructional approaches and triangulate resources. Select one or more of the core texts and support with another choice of genre to provide interest, challenge and accessibility for all students.
<p><i>Estimated:</i></p> <p><i>Actual:</i></p>	<p>Reading Focus: Multi-genre, with an emphasis on the novels, short stories, and folktales</p> <p>Writing Focus: Expository: cause and effect, definition, example, or compare/contrast</p> <p>Grammar Focus: Prepositional, appositive, and verbal phrases, comma usage</p> <p>The students will do the following:</p> <ul style="list-style-type: none"> • Write, read, and follow multi-step directions • Develop and revise a thesis statement (MY Access!) • Create internal transitions to smooth the flow of a piece of writing (MY Access!) • Use the writing process to compose an expository essay (MY Access!) • Peer edit the work of others as part of a community of writers (MY Access!) • Identify the elements of a novel or short story • Use roots, prefixes, and suffixes to decode and 	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <ul style="list-style-type: none"> • Carousel activity/museum walk/stations • Anticipatory guide • Compare/contrast graphs • KWL chart • grammar/punctuation pretests <p>Summative: ("...assessments that come at the end of a process or activity." Marzano, 2006)</p> <ul style="list-style-type: none"> • Expository essay: cause and effect, definition, example, or 	<p>Literary Devices</p> <ul style="list-style-type: none"> • Dialogue • Simile • Metaphor • Personification • Foreshadowing • Time sequence / plot • Imagery • Allusion • Symbolism • Point of view • Characterization • Audience • Author's Purpose <p>Grammar Terms:</p> <ul style="list-style-type: none"> • Appositive • Preposition • Adjective phrase • Adverb phrase • Comma splice • subject-verb agreement 	<p>Core Materials: One of the following core readings must be chosen as an essential text for 3rd quarter</p> <p>Achebe, Chinua . <i>Things Fall Apart</i>. (c) <i>Beah, Ishmael. A Long Way Gone: Memoirs of a Boy Soldier</i>. McCormick, Patricia. <i>Sold</i>. Selections from <i>Rig Veda</i></p> <p>Supplementary Materials: Fiction/Non-Fiction Adichie, Chimamanda Ngozi . <i>Purple Hibiscus</i>. Asgedom, Mawi. <i>The Code: The Five Secrets of Teen Success</i> (ELL) Draper, Sharon. <i>Copper Sun</i>. (a) <i>Staples, Suzanne Fisher . Shabanu</i>. (a) <i>Hesse, Hermann. Siddhartha</i>. <i>Markandaya, Kamala . Nectar in a Sieve</i>. (a) Mathabane, Mark. <i>Kaffir Boy</i>. Venkatraman, Padma. <i>Climbing the Stairs</i></p> <p>Short Stories: Narayan, RK. <i>Gods, Demons, and Others</i> (collection) Achebe, Chinua. "Marriage is a Private Affair."</p>

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<p>adapt words</p> <ul style="list-style-type: none"> • Revise sentences for subject/verb agreement (MY Access!) • Identify prepositional, appositive, and verbal phrases (MY Access!) • Use commas correctly (MY Access!) <p>Grade Level Expectations (Standards):</p> <p>Reading: <i>An (*) indicates a College Board standard for increased rigor and an assumption of a variety of texts with increasing complexity</i></p> <p>[9] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)</p> <p>[9] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*</p> <p>[9] 4.1.4 Determining the meaning of words in context including [connotation/ denotation], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings main ideas or events or generalizations of a text</p> <p>[9] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts</p> <p>[9] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., filling out a catalog order)</p> <p>[9] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., design a science experiment)</p> <p>[9] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors</p> <p>[9] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme</p> <p>[9] 4.6.4 Citing evidence from the text to analyze and evaluate the author’s intent for utilizing literary elements and devices and tone</p> <p>[9] 4.7.2 Identifying author’s purpose (e.g. to</p>	<p>compare/contrast</p> <p>Sample Prompts:</p> <ul style="list-style-type: none"> -Choose two cultures studied in this unit. Discuss three similarities and three differences between the two cultures. -Explain at least three effects that resulted from cultures coming in contact with one another. <p>AND/OR</p> <ul style="list-style-type: none"> • Research based project that addresses an aspect of culture(s) studied to be presented to an appropriate audience. <p>Students' project options should address a variety of multiple intelligences. Examples:</p> <ul style="list-style-type: none"> -journal (Example: Create a journal from the point of view of a character.) -song (Example: Write a song celebrating a culture.) -poem -PowerPoint -diagrams/charts (Example: Create a T chart or Venn diagram showing similarities and differences between a variety of cultures.) -family trees -board game -mobile -skit (Example: With a small group, write and perform a skit showing what can happen when cultures meet.) -simulation -video -photo gallery -speech (Example: Explain the origin of a problem in 	<p>Other Terms:</p> <ul style="list-style-type: none"> • Bias/reliability of narrator • Rhetoric • Root Words • Affix • Suffix • Prefix • Internal transitions • Compare/contrast 	<p>Kurtz, Jane. <i>Memories of the Sun: Stories of Africa and America</i>. Lahiri, Jhumpa. <i>Interpreter of Maladies</i>. (ELL) Mandela, Nelson. <i>Nelson Mandela’s Favorite African Folktales</i>. Rochman, Hazel. <i>Somehow Tenderness Survives: Stories of Southern Africa</i>. <i>Jatakas</i> (India folktales) <i>Katha-Upanishad</i> <i>Ramayana</i> (c) <i>Rig Veda</i> <i>The Bhagavad Gita</i> (c) <i>Panchatantra</i> (c) <i>Mahabharata</i> (c)</p> <p>Essays: Mandela, Nelson. “Long Walk to Freedom.” <i>O’Hearn, Claudine. Half and Half: Writers on Growing up Biracial and Bicultural</i>. (ELL)</p> <p>Textbooks: Elements of Literature: World Literature (Holt, Rinehart, Winston, 2006). African American Literature (Holt Rinehart Company, 1992). African American Literature (National Textbook Company, 1994). Multicultural Reader, Anthology (ELL) Edge (Hampton Brown 2008) (ELL)</p> <p>Audiobooks: Achebe, Chinua. <i>Things Fall Apart</i>. Draper, Sharon. <i>Copper Sun</i>. Fisher Staples, Suzanne. <i>Shabanu</i></p> <p>Connection Collections: Africa</p> <p>Web Sites: Rubric creation: http://rubistar.4teachers.org/index.php</p> <p>Africa: https://www.cia.gov/library/publications/ (search by country; general info.)</p> <p>http://www3.nationalgeographic.com/places/continents/continent_africa.html</p>
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	<p>narrate, inform, entertain, explain, persuade) by citing textual evidence</p> <p>[9] 4.8.1 Analyzing and evaluating evidence within the text to identify an author’s theme or purpose</p> <p>[9] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts</p> <p>[9] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., mythology, colonialism; Western/Eastern medicine) (L)</p> <p>[9] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts (L)</p> <p>Writing: <i>An (*) indicates a College Board standard for increased rigor and an assumption of an increasing level of writing skill application</i></p> <p>[9] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)</p> <p>[9] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases</p> <p>[9] 4.1.4 Writing a concluding paragraph that connects concluding elements to the introductory elements</p> <p>[9] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade</p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)</p> <p>[9] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p>	<p>your school or community, why it exists, and several possible solutions.)</p> <p>Suggested MY Access! Prompts: Informative Writing Prompts (pilot) African Imperialism A Revolution's Effect on Society</p> <p>Literary Writing Prompts (pilot) Heroism in <i>Things Fall Apart</i></p>		<p>http://www.africaguide.com/ (Maps, national anthems, flags, tribal groups, etc.)</p> <p>India: https://www.cia.gov/library/publications/the-world-factbook/geos/in.html (general information about India)</p> <p>http://www3.nationalgeographic.com/places/countries/country_india.html</p>
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	<p>[9] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)</p> <p>[9] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p> <p>[9] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</p> <p>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p> <p>[9] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed</p> <p>[9] 4.4.7 The student uses a traits-based rubric to improve writing by</p> <ul style="list-style-type: none"> • Identifying and articulating the gradations of scoring • Using a rubric to evaluate their own writing and the writing of peers and professionals • Employing a rubric as a tool during the writing process (ASD) <p>[9] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)</p> <p>[9] 4.6.5 The student utilizes technology to enhance learning by</p> <ul style="list-style-type: none"> • Evaluating internet sites for bias and reliability • Investigating available internet resources • Providing visual and/or audio aid for presentations (ASD) 			
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