

**Pequea Valley School District**  
**English**

**Unit 2: Literature as an artifact of culture**

**Course: Multicultural Lit.**

**Grade: 11/12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):**

How does literature reveal the values of a given culture or time period?

**Keystone Eligible Content/Common Core Standard**

**L.N.1.3.3** - Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

**L.N.1.3.3** - Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

**L.F.2.2.4** - Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

**CC.1.3.9-10.D** - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**CC.1.3.9-10.E** - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

**CC.1.3.9-10.H** - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

**CC.1.3.9-10.C** - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CC.1.3.9-10.G** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

**CC.1.2.9-10.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

**Pacing:** Approximate number of class sessions per unit

- 20 class sessions (4 Academic Weeks)

**Tier 3 Vocabulary** (Content specific vocabulary)

- Implicit
- Evaluate
- Style
- Argument
- Effectiveness
- Complex

- Syntax
- Formatting
- Metaphor
- Simile
- Analogy
- Counterclaims
- Values
- Biases
- Thorough
- Credibility
- Stance
- Word choice
- Emphasis
- Tone

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Figurative language vs literal language
- Textual Evidence
- Citation (Tier 3 - Domain-Specific)
- Inference (Level 1)
- Implicit (Level 1)
- Explicit (Tier 3 - Domain-Specific)
- Purpose
- Point of view
- Perspective
- Tone
- Diction/Word Choice
- Text structure
- Text Organization

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Language is subjective (Level 2)
- Language can be abstract (Tier 3 - Domain-Specific)
- Literature is an artifact and mirror of cultural beliefs
- Inferencing is an Active Reading skill (Tier 3 - Domain-Specific)

- Author's Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author's message.
- Literature mirrors a culture's perspective and history
- Empathy is imperative to understanding other cultures

**Do** - What do students need to be able to **do** by the unit's end? *List skills and competencies*

- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Evaluate the author's use of language, style and poetic devices
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature

### **Unit Assessments**

- Defining your core beliefs project
- Discussion/Reading questions- Response to literature
- Quizzes and tests
- Collins Type III
  - Essay analyzing how Existentialism has impacted Western culture
  - Using 3 pieces of evidence from the text, explain how Camus' writing and diction impact the overall tone of the novel.

### **Literature:**

- *The Stranger* by Albert Camus
- *Metamorphosis* by Franz Kafka

### **Software/Resources:**

- Vocabulary.com
- Achieve3000.com

**Pequea Valley School District**  
**English**

**Unit 4: Literature Circles**

**Course: Multicultural Lit.**

**Grade: 11/12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):**

How does literature reveal the values of a given culture or time period?

**Keystone Eligible Content/Common Core Standard**

**L.N.1.3.3** - Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

**CC.1.3.9-10.D** - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**CC.1.3.9-10.E** - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

**CC.1.3.9-10.H** - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

**CC.1.3.9-10.C** - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CC.1.3.9-10.G** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

**CC.1.2.9-10.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

**CC.1.4.9-10.D** - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.

**CC.1.4.9-10.B** - Write with a sharp distinct focus identifying topic, task, and audience.

**Pacing:** Approximate number of class sessions per unit

- 20 class sessions (4 Academic Weeks)

**Tier 3 Vocabulary** (Content specific vocabulary)

- Implicit
- Evaluate
- Style
- Argument
- Effectiveness
- Complex
- Syntax

- Formatting
- Metaphor
- Simile
- Analogy
- Counterclaims
- Values
- Biases
- Thorough
- Credibility
- Stance
- Word choice
- Emphasis
- Tone

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Figurative language vs literal language
- Textual Evidence
- Citation (Tier 3 - Domain-Specific)
- Purpose
- Point of view
- Perspective
- Tone
- Diction/Word Choice
- Text structure
- Text Organization

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Language is subjective (Level 2)
- Language can be abstract (Tier 3 - Domain-Specific)
- Literature is an artifact and mirror of cultural beliefs
- Inferencing is an Active Reading skill (Tier 3 - Domain-Specific)
- Author’s Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author’s message.
- Literature mirrors a culture’s perspective and history

- Empathy is imperative to understanding other cultures

**Do** - What do students need to be able to **do** by the unit's end? *List skills and competencies*

- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Evaluate the author's use of language, style and poetic devices
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature

### **Unit Assessments**

- Create your own exam
- Weekly roles and notes in your groups
- Collins Type III
  - Identify one theme in your novel and how the author carried that theme through the novel

### **Literature:**

- *Sarah's Key (F)* by Tatiana DuRosnay
- *Native Son* by Richard Wright
- *A Thousand Splendid Suns* by Khaled Hosseini

### **Software/Resources:**

- Vocabulary.com
- Achieve3000.com

**Pequea Valley School District**  
**English**

**Unit 1: The Impact of Cultural Beliefs on Personal Identity**

**Course: Multicultural Lit.**

**Grade: 11/12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):**

How do cultural beliefs shape our identities?

**Keystone Eligible Content/Common Core Standard**

**CC.1.2.11-12.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

**CC.1.2.11-12.D** - Evaluate how an author's point of view or purpose shapes the content and style of a text.

**CC.1.2.11-12.K** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**CC.1.3.11-12.A** - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

**CC.1.3.11-12.C** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

**CC.1.3.11-12.J** - Acquire and use accurately 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.

**CC.1.3.11-12.K** - Read and comprehend literary fiction on grade level, reading independently and proficiently.

**CC.1.4.11-12.I** - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**CC.1.4.11-12.D** - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

**CC.1.4.11-12.E** - Write with an awareness of the stylistic aspects of composition.

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**Pacing:** Approximate number of class sessions per unit

- 40 class sessions (8 Academic Weeks)

**Tier 3 Vocabulary** (Content specific vocabulary)

- Implicit
- Evaluate
- Style
- Argument
- Effectiveness
- Complex
- Syntax
- Metaphor
- Simile
- Analogy
- Values
- Biases
- Thorough
- Credibility
- Stance
- Word choice
- Emphasis
- Tone
- Allegory
- Foreshadowing
- Narrator

Elements of Fiction

- Setting
- Point of View
- Characters
- Conflict
- Theme
- Plot

Plot Line

- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution



- Compare/Contrast
- Interpret
- Evaluate
- Author
- Reasoning
- Cultural Context
- Figurative Language

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Figurative language vs literal language
- Textual Evidence
- Citation (Tier 3 - Domain-Specific)
- Inference (Level 1)
- Conclusion (ending) (Tier 3 - Domain-Specific)
- Implicit (Level 1)
- Explicit (Tier 3 - Domain-Specific)
- Purpose
- Point of view
- Perspective
- Tone
- Diction/Word Choice
- Text structure
- Text Organization
- Syntax

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Language is subjective (Level 2)
- Language can be abstract (Tier 3 - Domain-Specific)
- Citations are imperative for the purposes of attribution (Tier 3 - Domain-Specific)
- Inferencing is an Active Reading skill (Tier 3 - Domain-Specific)
- Writers communicate (Tier 2 - Cognitive Verb) using implicit (Tier 3 - Domain-Specific) & explicit (Tier 3 - Domain-Specific) language.
- Author’s Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning

- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author's message.
- Transitions are imperative for linking ideas.
- Religious viewpoints and ideas are an integral part of cultural perspective
- Empathy is imperative to understanding other cultures

**Do** - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities*

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Evaluate the author's use of language, style and poetic devices
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work

### Unit Assessments

- Literary elements quiz
- Discussion/Reading questions- Response to literature
- *Life of Pi* quizzes and tests
- Cross-curricular project integrating geography and science
- Cross-curricular project- psychology and *Life of Pi*
- Collins Writing
  - Type III
    - Pi asks in Chapter 4, "Would you rather be put up in the Ritz with free room service and unlimited access to a doctor or be homeless without a soul to care for you?" What would your response be to Pi's question?
    - Could Pi's father teach him the lesson about how dangerous animals can be without going to such an extreme? Explain using evidence from the text.
    - Pi places atheists and religious people in the same category because they both have faith in their beliefs. He places the agnostic in a separate category because they never take a position about religion. Do you agree with this grouping? Explain using evidence from the text.

### Literature:

- *Life of Pi* by Yann Martel
- Excerpts from wisdom literature (Bible, Koran, and various Hindu sacred writings)
- *Life of Pi* film

- Current articles on religious beliefs impacting cultural viewpoints, ideas, and events

**Software/Resources:**

- [Vocabulary.com](http://Vocabulary.com)
- [Achieve3000.com](http://Achieve3000.com)

**Pequea Valley School District**  
**English**

**Unit 3: The Impact of History on Cultural identity**

**Course: Multicultural Lit.**

**Grade: 11/12**

**Planning the Focus Based on the Desired Result**

**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s):**

What is the government's role in shaping our cultural worldview?

**Keystone Eligible Content/Common Core Standard**

**1984**

**L.N.1.3.3** - Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

**L.F.2.2.4** - Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

**CC.1.3.9-10.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

**CC.1.3.9-10.C** - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CC.1.3.9-10.G** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

**CC.1.4.9-10.B** - Write with a sharp distinct focus identifying topic, task, and audience

**CC.1.3.9-10.D** - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**CC.1.3.9-10.E** - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

**CC.1.3.9-10.H** - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

**CC.1.4.9-10.D** - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

**CC.1.4.9-10.E** - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**L.N.1.3.3** - Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

**L.F.2.2.4** - Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

**CC.1.2.9-10.B** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

**CC.1.2.9-10.H** - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

**CC.1.4.9-10.H** - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

**CC.1.4.9-10.I** - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**CC.1.4.9-10.J** - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

**CC.1.4.9-10.U** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CC.1.4.9-10.V** - 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.

**CC.1.4.9-10.W** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CC.1.5.9-10.C** - Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CC.1.5.9-10.F** - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**Pacing:** Approximate number of class sessions per unit

- 30 class sessions (6 Academic Weeks)

### **Tier 3 Vocabulary** (Content specific vocabulary)

- Evaluate
- Relate
- Demonstrate
- Themes
- Periods
- Genres
- Complex
- Syntax
- Formatting
- Perspective
- Organization
- Development
- Substance
- Purpose
- Audience
- Task

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Point of View
- Theme
- Text Analysis
- Literary Elements
- MLA formatting
- Transitions
- Paraphrasing and summarizing
- Concluding statement

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Author’s Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author’s message.
- Transitions are imperative for linking ideas.
- History plays an integral part of cultural perspective, especially
- Empathy is imperative to understanding other cultures

**Do** - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities*

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly and be able to examine and discuss how history impacted their perspective
- Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- Evaluate the author’s use of language, style and poetic devices
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work

### **Unit Assessments**

- Discussion/Reading questions- Response to literature
- 1984 quizzes and tests
- Timeline- Cross-curricular project integrating and comparing events in 1984 to events that occurred during WWII
- Collins Writing
  - Using 3 pieces of evidence from the text, write a paragraph discussing how Orwell’s worldview and novel has shaped our attitudes on government.

**Literature:**

- *1984* by George Orwell  
or
- *Long Walk to Water*
- Current articles on government's role in culture and discourse in today's world

- **Software/Resources:**

- Vocabulary.com
- Achieve3000.com