

ENGLISH 11/12: GLOBAL CONTEXTS/MULTICULTURAL PERSPECTIVES CURRICULUM



Grade Level(s):11/12

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Course Description: What shapes our global society? While studying art, music, and literature from cultures around the world, students will grapple with this question. This course focuses on the works of diverse authors, poets, and speakers, contending with the issues and concerns of a global society. Throughout the course, students analyze a variety of texts in order to communicate a clearly developed argument. Students will also develop reading skills in order to comprehend, interpret, and evaluate a variety of popular print and non-print texts including novels, short stories, poetry, speeches, nonfiction texts, graphic novels, and other visual media. This course will explore such themes as diversity, identity, ethics, and society and grapple with how they impact the human experience.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Exploring and Explaining Global Issues	How can a person/society overcome oppression?	Through research and knowledge we can overcome oppression.	TCC2(9-12); CCE4(9-12); DE1(9-12); TI3(9-12); P3(9-12); AA4(9-12)
Seeking and Finding Refuge	How does a person find refuge?	Authors craft stories based on the contexts/time periods in which they write.	TCC4(9-12); CCE1(9-12); DE1(9-12); TI3(9-12); P4(9-12); AA4(9-12)
Understanding Divisions and Effecting Change	How can a person create change?	Authors and artists create change as they participate/contribute to social movements.	TCC3(9-12); DE2(9-12); TI1(9-12); P2(9-12); AA3(9-12)
Progress in the Modern Era	What is progress and how does one reflect on it?	It is important to view change through the lens of progress.	TCC3(9-12); CCE1(9-12); DE4(9-12); TI3(9-12); P1(9-12); AA2(9-12)

Unit 1 - Exploring and Explaining Global Issues

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.W.11-12.7

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.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Vision of A Learner Attributes: *Students will be able to independently use their learning to... ("I can" statements to be demonstrated)*

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE4CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: *Students will understand that...*

- People from all over the world grapple with issues within their society

Essential Questions:

- What are the major global issues in society today?
- How can society find solutions to these global problems?

<ul style="list-style-type: none"> • In order to find solutions to global problems, we must research and understand the origins of these issues • Global issues can be related to oppression and power 	<ul style="list-style-type: none"> • Are there situations in which global issues are related to oppression and power? • How does being a well educated member of society inform your understanding of global issues?
Students will know... <ul style="list-style-type: none"> • People are oppressed for a variety of reasons • Fighting against oppression comes in various forms • Authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea • Different texts can illustrate the universality of a theme/concept • Critical thinkers evaluate and make judgments about the strategies authors use to convey a message 	Students will be able to... <ul style="list-style-type: none"> • Use technology to produce, publish, and update individual or shared written and digital projects • Conduct sustained research projects to answer a question • Gather relevant information from multiple authoritative print and digital sources • Analyze/Evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period • Edit and revise for consistent voice and Conventions of Standard Written English
Key Vocabulary: sustainability, biodiversity, food security, poverty, renewable energy, globalization, ecological footprint, culture, multicultural, oppression, refuge, identity, society, individual, perspectives	
Assessment Evidence	
Performance Tasks: PBA #1: Personal Narrative/College Essay. Respond to one of the seven Common Application prompts in a 200-600 word essay. PBA #2: Research Paper and Presentation on a Global Issue. What issue is this group of people facing? How is this group fighting against the issue?	Other Evidence: Formative Assessment: Analyzing model essays to inform instruction Teacher conferences/discussion of texts studied, Writing conferences Graphic organizers for Personal Narrative Research Notes on Global Issue Interim Assessments: Narrative essay first draft Annotated Bibliography on Global Issue

	Rough draft Global Issue Essay Slide outline: Global Issue Presentation Devices and Strategies Quizzes
Learning Plan	
<p>TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. Formative Assessment: Researching a Global Issue</p> <p>CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions. PBA #1 and PBA #2</p> <p>DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives. Formative Assessments: Teacher and peer conferencing of essay drafts</p> <p>TI3(9-12): I can formulate and investigate probing questions to further my learning. Formative Assessment: Identifying a global issue to research and crafting research questions</p> <p>P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. Formative Assessment: Writing Conference</p> <p>AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation. Formative Assessment: Discussion of topics and texts studied</p>	
<p>Teacher Resources: Riding the Rails and Ken Burns Jazz, Fire in Paradise, “The Weary Blues” by Langston Hughes; Technology Resources: Research Databases, Student Research Paper Models, Google Slides, and Slide Models; Supplemental Resources: Student and Teacher Selected Articles, Speeches, Images Based on Harlem Renaissance Era and the Great Depression; Student and Teacher Selected nonfiction, poetry, and short stories (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)</p>	

Unit 2 - Seeking and Finding Refuge

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- The Harlem Renaissance was a refuge for artists during the time period
- Literature by people of color can provide insights into the time period in which they lived
- Character development and theme are a direct result of conflict

Essential Questions:

- What causes a person to seek refuge from a conflict?
- Where do people find refuge?
- What can the music, art, and literature of a generation tell us about a society?
- How does adversity help us develop as human beings?

<p>Students will know...</p> <ul style="list-style-type: none"> • People seek refuge for a variety of reasons • Refuge can be found through writing, art, and music • In the process of seeking refuge, people influence change. • Authors create characters that grow and change in order to develop themes in literature • The setting and time period of a text effects the meaning and message of the piece • A variety of texts can illustrate the universality of a theme/concept • Critical thinkers evaluate and make judgments about the strategies authors use to convey a message 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze, evaluate, and critique how multiple central ideas or themes develop in a text • Analyze how a text provides insights on settings and places • Analyze, evaluate, and critique how multiple central ideas or themes develop in a text and how these themes work together • Analyze/Evaluate how word choice, controlling images, and figurative language convey meaning, and critique their effectiveness • Edit and revise for consistent voice and conventions of Standard Written English
<p>Key Vocabulary: Conflict, character development, theme, Harlem Renaissance, jazz, symbolism, folklore, narrative structure, flashback, and flashforward</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>PBA #1: Literary Analysis based on Their Eyes Were Watching God: How does Janie seek and find refuge from her society's expectations of her? What does this reveal about the theme of the text?</p> <p>PBA #2: "Sonny's Blues" Project connecting to the text</p>	<p>Other Evidence:</p> <p>Formative Assessments:</p> <p>Analyzing model essays to inform instruction Teacher conferences/discussion of texts studied Writing conferences Graphic organizer for essay on Their Eyes Were Watching God Reading notes on Their Eyes Were Watching God Project check in-teacher conference "Sonny's Blues" Project</p> <p>Interim Assessments:</p> <p>Reading quiz on Their Eyes Were Watching God Vocabulary quiz on Terms related to the text Rough draft essay on the text Project check in-teacher conference "Sonny's Blues" Project</p>

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

Formative Assessment: Class Discussion on Their Eyes Were Watching God

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives

Formative Assessment: Class Discussion on Their Eyes Were Watching God

TI3(9-12): I can formulate and investigate probing questions to further my learning.

Formative Assessment: Students will take notes and craft discussion questions as they read the texts this quarter

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

PBA #1 and 2: Working on developing final drafts of papers and projects; Literary Analysis based on Their Eyes Were Watching God and "Sonny's Blues" Project connecting to the text

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

PBA #1: Literary Analysis based on Their Eyes Were Watching God

Teacher Resources: Unit Implementation Guide; Reading and Writing Units of Study; Mentor Text: Their Eyes Were Watching God by Zora Neale Hurston and "Sonny's Blues" by James Baldwin; Supplemental Resources: Student and Teacher selected short stories, poems, informational texts and artwork based on student interest and need; Student and Teacher Selected Fiction/Non-Fiction Including But Not Limited To "The Country Husband", Happy Daze documentary, Songs from the 1950s from Various Artists. (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)

Unit 3 - Understanding Divisions and Effecting Change

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE4: CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.
- TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- There is a process that leads to social change
- Artists and writers contribute meaningful messages when it comes to social change

Essential Questions:

- What causes divisions in a society?
- How can words and images inspire change?

<ul style="list-style-type: none"> • Social movements like the Civil Rights movement have made society what it is today 	<ul style="list-style-type: none"> • How can a theme be universal and timeless? • How can others' experiences help us better understand our world? • How can looking at a society's past help us understand the present? • How does an author's craft impact his or her message?
<p>Students will know...</p> <ul style="list-style-type: none"> • Rhetorical strategies and literary devices such as theme, setting, irony, diction, symbolism, etc. • Authors strategically develop characters and themes to convey messages. • Strategies for critical reading of images, poems, short stories, plays, and novels. • That theme is multifaceted and emerges over time. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Explain how a narrator's voice and persona affect characterization, plot, and tone. • Analyze main ideas and supporting ideas in a text to draw larger conclusions about the text meaning and/or significance. • Implement technology effectively in order to collaborate with other students and, produce and publish for various audiences
<p>Key Vocabulary: Thesis Statements, Claim, Analysis, Argument/Counterargument, Sentence Variety, Tone, Allusion, Irony, Figurative Language, Foreshadowing, Symbolism, Character Development; Text Specific Vocabulary: Division, Socio-Economics, Segregation, Class Struggle, Societal Expectations, Civil Rights Movement, Apartheid, Death Penalty</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>PBA #1: Literary Analysis on How Character Fits and Goes Against Society for any text studied this quarter</p> <p>PBA #2: Test on Rhetorical Devices in Johnson's "Voting Rights Act Speech" Speech, Selma, and the Civil Rights Movement</p>	<p>Other Evidence:</p> <p>Formative Assessment: Analyzing model essays to inform instruction Teacher conferences/discussion of texts studied Writing conferences Graphic organizer for Short Story Essay Reading notes on Short Stories Read During Class Notes on Rhetorical Devices and Strategies, Selma, Johnson's "Voting Rights Act" Speech</p>

	Interim Assessments: Rough draft essay on the text Presentation on Short Story Studied this Quarter Slide Project on Johnson's Speech
Learning Plan	
<p>TCC3(9-12): I can integrate relevant information to produce multiple valid solutions. Formative Assessment: Analyzing model essays</p> <p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. PBA #1</p> <p>DE2(9-12): I can honor my own feelings and show empathy toward others through my actions. Formative Assessment: Teacher conferences/Discussion of Texts Studies</p> <p>TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals. Interim Assessment: Crafting a Rough Draft of the Essay on One of the short stories studied this quarter</p> <p>P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges. Formative Assessment: Peer Editing Process for Essay Writing</p> <p>AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment. Formative Assessment: Analyzing model essays to inform instruction.</p>	
<p>Teacher Resources: Unit Implementation Guide; Reading and Writing Units of Study; Mentor Text: "The War of the Wall" by Toni Cade Bambara, "The Bet" by Anton Chekhov, "The Prisoner Who Wore Glasses" by Bessie Head, "The Censors" by Luisa Valenzuela, Selma Film Study, Johnson's "Voting Rights Act" Speech; Supplemental Resources: Student and Teacher selected short stories, poems, informational texts and artwork based on student interest and need and the thematic concept of social rebellion including music and documentaries from the 1960s depicting the culture and values of this time period. (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)</p>	

Unit 4 - Progress in the Modern Era

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- DE4(9-12): I can work respectfully with all members of my community and support the needs of others.
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Identity is a complex concept that changes over time
- Societal views can affect an individual's viewpoint
- Writers reflect on the culture and society in which they live

Essential Questions:

- What is the role of an individual in society?
- How can the views of a society affect the individual?
- What is the difference between individual identity, national identity, global identity, cultural identity, etc.?

<ul style="list-style-type: none"> In order to better understand the priorities of society today, it is important to mark progress on global issues. 	<ul style="list-style-type: none"> What contributes to one's sense of self-perception? How can a person expand his or her perspective and understanding of other cultures? How has American society changed or progressed? What progress still needs to be made?
Students will know... <ul style="list-style-type: none"> Rhetorical strategies and literary devices such as theme, setting, irony, diction, symbolism, etc. That authors strategically develop characters and themes to convey messages. Strategies for critical reading of images, poems, short stories, plays, and novels. That theme is multifaceted and emerges over time. 	Students will be able to... <ul style="list-style-type: none"> Continue to analyze and critique how the author's use of language and rhetorical strategies affects the meaning/purpose of a piece of writing Analyze/Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage Continue to analyze, evaluate, and critique how multiple central ideas or themes develop in a text and how these themes work together Analyze and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose Analyze/Evaluate rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader or in giving power to an argument or its meaning
Key Vocabulary: Task Specific Vocabulary: Interpretation, Analysis, Compare and Contrast, Synthesis, Argumentation, Evaluation, Rhetorical Strategies Specific to Chosen Texts ; Text Specific Vocabulary: alienation, assimilation, identity, self-perception, progress, culture, redemption, guilt, exile, coup	
Assessment Evidence	
<p>PBA #1: Literary Analysis on The Kite Runner: Analyze the search for identity that one of the character's faces within the text.</p> <p>PBA #2: Paper or Project based on a global issue text</p>	<p>Other Evidence:</p> <p>Formative Assessment: Analyzing model essays to inform instruction Teacher conferences/discussion of texts studied Writing conferences Graphic organizer for The Kite Runner Reading notes on The Kite Runner and Choice book</p>

Interim Assessments:

Rough draft essay on The Kite Runner

Project/Paper Conference on Choice Text

SAT-Style Assessment Based on “Walking the Path Between Worlds”
by Lori Arviso Alvord**Learning Plan****TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.****CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.**

Formative Assessment: The Kite Runner Discussion

Formative Assessment: Writing about Alienation

DE4(9-12): I can work respectfully with all members of my community and support the needs of others.

Formative Assessment: Writing Conference on Rough Draft of The Kite Runner essay

TI3(9-12): I can formulate and investigate probing questions to further my learning.

Formative Assessment: Students will craft discussion questions throughout their reading of The Kite Runner

P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Formative Assessment: Teacher conferencing on projects and papers during the unit

AA2(9-12): I can assess my past successes and mistakes to change my approach.

Final Prep and Review: How to Prepare for the Final Exam

Teacher Resources: Unit Implementation Guide, Reading and Writing Units of Study; Mentor Texts: The Kite Runner by Khaled Hosseini and “Walking the Path between Worlds” by Lori Arviso Alvord; Supplemental Resources: Student and Teacher selected short stories, poems, informational texts and artwork based on student interest and need; Student and Teacher Selected Fiction/Non-Fiction Including But Not Limited To: Round House, TED Talk by Maria Hinojosa, and other texts based on the theme of progress in society (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)