

11-12 ELA Standards: Literature

ELA Reading Standards for Literature

R.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.

R.11-12.2 Examine a grade-appropriate literary or literary nonfiction text.

- Provide an objective summary.
- 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.

R.11-12.3 Analyze how characterization, plot, and setting in a literary text or a complex set of ideas or sequence of events in a literary nonfiction text interact and contribute to the development and complexity of a text.

R.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings: analyze the impact of specific word choices on meaning and tone or how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

R.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 in a literary text and whether the structure makes points clear, convincing, and engaging in a literary nonfiction text.

R.11-12.6 Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and how rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.

R.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play, recorded novel or poetry) or literary nonfiction text, evaluating how each version interprets the source text.

R.11-12.8 Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.11-12.9 Analyze how two or more influential literary or literary nonfiction works, including U.S. historical documents from the same time period, use rhetorical features and address similar themes or topics.

R.11-12.10 By the end of grade 12 read and comprehend literature and literary nonfiction, including stories, drama, and poetry at the high end of the grades 11-12 text complexity band independently and proficiently.

ELA Writing Standards for Literature

WL.11-12.1 Write arguments focused on discipline-specific content.

WL.11-12.2 Write informative/explanatory texts.

WL.11-12.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WL.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WL.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.

WL.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WL.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.

WL.11-12.8 Gather relevant information from multiple authoritative and credible print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.

WL.11-12.9 Draw evidence from literary and literary nonfiction texts to support analysis, reflection, and research.

WL.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELA Speaking and Listening Standards for Literature

SLL.11-12.1 Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SLL.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SLL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SLL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SLL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

ELA Language Standards for Literature

LL.11-12.1 Demonstrate command of the conventions of standard English grammar and usage.

LL.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LL.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.

LL.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

LL.11-12.5 Demonstrate understanding of word relationships and nuances in word meanings.

LL.11-12.6 Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English 11/12: Cross-Cultural Literature

(0.5 Credit)

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DISCLAIMER: All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

COURSE

Course Umbrella:	Literature
Title of the Course:	English 11/12: Cross-Cultural ¹ Literature
Course Code Number:	418020
Licensure Codes:	Link to ADE Data Center: Course Code Management System
Course Description:	A study of a wide range of texts from cultures such as Asian, Native American, African American, and Latinx. As a cross cultural class, students will investigate the similarities and differences across cultures.

Overview of Essential Questions

Communication	<ul style="list-style-type: none"> • How can you use language to empower yourself? • How is language used to manipulate and persuade? • How do our values and beliefs shape who we are as individuals and influence our communication behaviors?
Literature	<ul style="list-style-type: none"> • What is literature supposed to do? • How does literature reveal the values of a given culture or time period? • How can literature serve as a vehicle for social change?
Technical Professions	<ul style="list-style-type: none"> • How does technology shape and form our identities? • What purpose or function do ethics / philosophy have in governing technological advances? • What roles do chaos and order play in society through technological advances?

¹ The comparison of two or more cultures.

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Course Level Essential Questions:

- How is our understanding of culture and society constructed through and by language?
- What universal themes in literature are of concern and/or interest to all cultures and societies?
- How does culture form and shape our identities?
- How do different cultures shape the definitions of good and evil?

READING

Essential Vocabulary

Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity	
Reading Standards		Novel	Narrative	<ul style="list-style-type: none"> • The Joy Luck Club by Amy Tan • House on Mango Street by Sandra Cisneros • Golden Boy by Tara Sullivan • Invisible Man by Ralph Ellison • The War of the Wall by T.C. Bambara • Camp Nine: A Novel by Vivienne Schiffer 	Text Complexity Example	
Language Standards						
1	R.11-12.1 R.11-12.3 R.11-12.6 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6				
2	R.11-12.1 R.11-12.3 R.11-12.6 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	Memoir / Diary	Narrative	<ul style="list-style-type: none"> • The Diary of Anne Frank by Anne Frank • A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah • Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston • Chinese Cinderella: The True Story of an Unwanted Daughter by Adeline Yen Mah 	

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Supporting Texts

Standards		6-10 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity	
Reading Standards		Language Standards	Latinx: Short Story Poetry	Narrative	<ul style="list-style-type: none"> • “Cecilia Rosas” by Amado Muro • “My Mother Pieced Quilts” by Teresa Palomo Acosta • Latinx Poets: Kristin Naca, Jimmy Santiago Baca, Juan Delgado, Gary Soto • Great Big Story (videos): Preserving Ancient Flavors of Mexico 	Text Complexity Example
1	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6				
	R.11-12.1 R.11-12.2 R.11-12.5 R.11-12.6 R.11-12.7	LL.11-12.3 LL.11-12.4 LL.11-12.6				
2	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6	Native American: Short Story Poetry Informational	Narrative	<ul style="list-style-type: none"> • “Blue Winds Dancing” by Thomas S. Whiteclouds • “A Whole Nation and a People” by Harry Mark Petrakis • Native American Poets: Sherman Alexie, Crisosto Apache, Esther Belin • Native American Languages Act: Twenty Years Later, Has it Made a Difference? by Kelsey Klug 	
3	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6				

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					<ul style="list-style-type: none"> • Great Big Story (videos): <ul style="list-style-type: none"> ◦ How Native Americans Are Saving Vegetables from Extinction ◦ Walking in the Footsteps of the Cherokee Nation, Birds of a Feather: The Afterlives of America's Eagles ◦ The Native American Code Talkers Who Helped Win WWI 	
4	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6	Asian American: Poetry	Autobiographical / Narrative / Informational	<ul style="list-style-type: none"> • "When I Was Growing Up" by Nellie Wong • Asian American Voices in Poetry: Quan Barry, Indran Amirthanayagan, Suji Kwock Kim • Great Big Story: Building a Chinatown for the Next Generation • "The Stories We Tell, and Don't Tell About Asian American Lives" by Hua Hsu 	
5	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6	World: Short Story	Narrative	<ul style="list-style-type: none"> • "Dead Men's Path" by Chinua Achebe • Selection from When Rain Clouds Gather by Bessie Head: Example Text: "Looking for a Rain-God" 	
6	R.11-12.1 R.11-12.3 R.11-12.4 R.11-12.6 R.11-12.8 R.11-12.9	LL.11-12.1 LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	Speech / Essay	Persuasive / Informational / Informative	<ul style="list-style-type: none"> • "Sleep not longer O Choctaws" by Tecumseh https://patriotpost.us/documents/101 • "Red Jacket Defends Native American Religion, 1805" by Red Jacket 	
7	R.11-12.1 R.11-12.3 R.11-12.4 R.11-12.6 R.11-12.9	LL.11-12.1 LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	Speech	Persuasive / Informational / Informative	<ul style="list-style-type: none"> • Elie Weisel - Nobel Prize Acceptance Speech • Malala Yousafzai - Nobel Lecture 	

WRITING

Essential Vocabulary

Extended Process Papers

Standards		2 Extended Process Papers ²	Text Type	Examples	Instructional Focus ³	
Writing Standards		Language Standards	Informational / Comparative Essay	<ul style="list-style-type: none"> The student will compare and contrast short stories. The student will compare and contrast poems. 	Ideas, Organization, Conventions	
1	WL.11-12.2 WL.11-12.5 WL.11-12.6 WL.11-12.8 WL.11-12.9	LL.11-12.1 LL.11-12.2				Analyze two or more texts that address similar themes
2	WL.11-12.1 WL.11-12.3 WL.11-12.4 WL.11-12.7 WL.11-12.10	LL.11-12.1 LL.11-12.2 LL.11-12.3	Address one of the essential questions	Argumentative	<ul style="list-style-type: none"> The student will select one of the essential questions and answer it by referencing multiple sources and primary texts. The student will take the perspective of an author or a main character and answer one of the 	Ideas, Word Choice, Sentence Fluency, Conventions

² 2-4 pages

³ Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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					essential questions, citing research to support response.	
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Analysis Writing

Standards		8-12 Analysis Papers ⁴	Text Type	Examples	Instructional Focus ⁵
Writing Standards		Short response to essential question(s)	Informational	<ul style="list-style-type: none"> The student will respond to essential question before and after unit of study. Compare answers with peers. 	Ideas, Voice
Language Standards					
1	WL.11-12.1 WL.11-12.4	LL.11-12.1 LL.11-12.2			
2	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.9	LL.11-12.1 LL.11-12.2 LL.11-12.6	One-Minute Paper Informational	<ul style="list-style-type: none"> The student will analyze the author's purpose and how it is supported with the use of literary devices. The student will write a persuasive one-minute paper to address a question or argue for or against a given topic. 	Ideas, Organization, Voice, Conventions
3	WL.11-12.6 WL.11-12.7 WL.11-12.8	LL.11-12.4 LL.11-12.6	Question-Hypothesis-Question- Informational	<ul style="list-style-type: none"> In preparation for discussion or Socratic Seminar, the student will develop questions related to unit of study, answer them, and develop appropriate follow-up questions. This could be done individually, in pairs, or in a small group. In preparation for an interview, the student will use the question-hypothesis-question 	Ideas, Word Choice, Voice

⁴ ½ page to 1 page

⁵ Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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					method in order to anticipate questions and answers.	
4	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.5 WL.11-12.8 WL.11-12.9	LL.11-12.1 LL.11-12.2 LL.11-12.6	Cultural Empathy	Informational	<ul style="list-style-type: none"> The student will compare and/or contrast a text from one culture with another culture. Address the essential question: How do different cultures shape the definitions of good and evil? The student will compare and contrast his or her cultural experience with the cultural experience presented in a text. 	Ideas, Voice, Conventions
5	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.5 WL.11-12.8 WL.11-12.9	LL.11-12.1 LL.11-12.2 LL.11-12.5 LL.11-12.6	Stereotypes	Informational	<ul style="list-style-type: none"> The student will analyze stereotypes of represented cultures through texts, cartoons, T.V. shows, and/or movies. He or she will report on the origin of the stereotype, its cultural history, and its present use and/or impact. 	Word Choice, Organization, Presentation
6	WL.11-12.2 WL.11-12.4 WL.11-12.9 WL.11-12.10	LL.11-12.1 LL.11-12.2 LL.11-12.5 LL.11-12.6	Character Analysis	Informational	<ul style="list-style-type: none"> The student will analyze the impact of the actions of a character within a text. The student will analyze the impact of culture on a character within a text. 	Ideas, Organization, Sentence Fluency, Conventions
7	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.5 WL.11-12.8 WL.11-12.9	LL.11-12.1 LL.11-12.2 LL.11-12.5 LL.11-12.6	Personal Response	Narrative	<ul style="list-style-type: none"> The student will reflect on his or her cultural experience. <ul style="list-style-type: none"> How would he or she define his or her culture? What influences his or her cultural experience? 	

					<ul style="list-style-type: none"> ○ How does society respond to his or her culture? 	
8	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.5 WL.11-12.8 WL.11-12.9	LL.11-12.1 LL.11-12.2 LL.11-12.5 LL.11-12.6	Cultural Appropriation	Informational	<ul style="list-style-type: none"> ● The student will define cultural appropriation and identify examples. He or she will then take a stance for or against its use. <ul style="list-style-type: none"> ○ Reflect: Is it cultural appropriation or cultural appreciation? ○ Resources: What is Cultural Appropriation Exactly, and How Do I Avoid It? By Beth Dreher, The Dos and Don'ts of Cultural Appropriation by Jenni Avins and Quartz 	Ideas, Organization, Voice, Word Choice

Routine Daily Writing

Standards		Examples
Writing Standards	Language Standards	<ul style="list-style-type: none"> ● Brainstorming: Students list words or ideas in response to a provided a topic or question. ● Warm Ups: Students respond to a question or complete an activity to help prepare them for the upcoming lesson. ● Exit Tickets: Students respond to a question or reflect on their learning at the end of a lesson. ● Quick Writes: Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion. ● Summaries: Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms). ● RAFT: Role, Audience, Format, Topic ● GIST: Students write a one sentence summary of a passage. ● Shrinking Notes: Students condense notes to most important facts. ● Note Taking: During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas).
WL. 11-12.10	LL. 11-12.1 LL. 11-12.2 LL. 11-12.3 LL. 11-12.6	

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		<ul style="list-style-type: none">● Reaction Responses: Students write their opinions of a selected passages.● Logbooks: Students catalogue their learning processes.● Fact Collecting: Students write down facts.● Journaling or Blog Posts: Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles).● Reflections: Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion).● Sentence Frame: The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.
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RESEARCH

Note: Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary

Extended Research Opportunity

Research Standards	1 Extended Research Opportunity	Research Type ⁶	Examples	Research Component Focus ⁷
WL.11-12.2 WL.11-12.6 WL.11-12.8 WL.11-12.9	Researching the cultural influences within a local community	Presentation	<ul style="list-style-type: none"> ● Research the local cultures that make up the community in which he or she lives. This presentation could include the following: <ul style="list-style-type: none"> ○ Identified culture(s) ○ History of culture(s) ○ Events within the community that support culture(s) ○ Interview(s) of cultural leader(s) ○ Concrete evidence of culture (e.g., artifacts, landmarks, art, architecture) ○ Preservation of culture(s) 	Organization and Synthesis, Selection of Sources, Citation / Documentation

⁶ Presentation, Project, Paper

⁷ Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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Short Research Opportunities

Standards		1-2 Short Research Opportunities	Research Type ⁸	Examples	Research Component Focus ⁹
1	WL.11-12.7 WL.11-12.8 WL.11-12.9	Researching the social, political, and/or economic factors that contribute to the formation of one of the historical speeches used as a reading text	Paper	<ul style="list-style-type: none"> Research and explain the historical factors surrounding Tecumseh's speech, Elie Weisel's speech, or another speech similar in cross-cultural impact. 	Selection of Sources, Note taking, Organization and Synthesis, Citation / Documentation
2	WL.11-12.2 WL.11-12.6 WL.11-12.8 WL.11-12.9	Comparing and contrasting the universal themes that are of concern and/or interest to all cultures and societies	Project	<ul style="list-style-type: none"> Create an infographic that demonstrates the ways in which a universal theme is addressed in multiple cultures. 	Selection of Sources, Note Taking, Organization, Synthesis

⁸ Presentation, Project, Paper

⁹ Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

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SPEAKING AND LISTENING (COMMUNICATION)

Essential Vocabulary

Weekly Informal Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards SLL.11-12.1 SLL.11-12.6		Think-Pair-Share <ul style="list-style-type: none"> Students explore a question or topic, provide a written response, and partner with fellow classmates to discuss. 	<ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives. Participate in conversations by posing and responding to questions that probe reasoning and evidence. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics.
Language Standards LL.11-12.1 LL.11-12.6				
1	SLL.11-12.1 SLL.11-12.6	Sage and Scribe <ul style="list-style-type: none"> Students work with a partner and one takes on the role of the instructor while the other takes notes. Notetaker then provides feedback regarding shared information. 	<ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate proxemics. Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective and appropriate diction and paralanguage (e.g.,
2	SLL.11-12.1 SLL.11-12.3 SLL.11-12.6			

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					intonation, pitch, and/or rate of speech).
3	SLL.11-12.1 SLL.11-12.4 SLL.11-12.5 SLL.11-12.6	LL.11-12.1 LL.11-12.3 LL.11-12.5 LL.11-12.6	<p>Partners for Peer Editing</p> <ul style="list-style-type: none"> Students work with a partner throughout the course to improve writing. Students start with a list of “look fors” and an evaluation form so that students are following a procedure when reviewing each other’s writing. Then students discuss their findings with partners. 	<ul style="list-style-type: none"> Set clear goals and deadlines. Determine what additional information or research is required to deepen the investigation or complete the task. Note any discrepancies among data. Synthesize comments, claims, and evidence made on all sides of an issue. Resolve contradictions when possible. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech). Demonstrate effective and appropriate proxemics.
4	SLL.11-12.1 SLL.11-12.4 SLL.11-12.6	LL.11-12.1 LL.11-12.5 LL.11-12.6	<p>Conferencing with Instructor</p> <ul style="list-style-type: none"> Students conference with the instructor on a wide range of topics including their writing, research, and understandings of the material. 	<ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study. Convey a clear and distinct perspective. Clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech). Demonstrate effective and appropriate proxemics.

Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards SLL.11-12.1 SLL.11-12.2 SLL.11-12.4 SLL.11-12.6		Small Group Research <ul style="list-style-type: none"> Students work in small groups on an assigned research topic that correlates to cross-cultural literacy. Students review multiple sources of information and present findings. 	<ul style="list-style-type: none"> Set clear goals and deadlines. Determine what additional information or research is required to deepen the investigation or complete the task. Present information, findings, and supporting evidence. Establish individual roles as needed. 	<ul style="list-style-type: none"> Adapt nonverbal communication to audience. Demonstrate effective and appropriate proxemics.
Language Standards LL.11-12.1 LL.11-12.2				
1	SLL.11-12.3 SLL.11-12.4	Small Group Text Discussion <ul style="list-style-type: none"> Students will discuss how literature serves as a vehicle for social change? 	<ul style="list-style-type: none"> Participate in conversations by posing and responding to questions that probe reasoning and evidence. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture.
2	SLL.11-12.1 SLL.11-12.4 SLL.11-12.5 SLL.11-12.6	Project Team <ul style="list-style-type: none"> Students work in teams to complete the project. Students assign roles such as Project Leader, Communications Director, Lead Researcher, etc. 	<ul style="list-style-type: none"> Set clear goals and deadlines. Work with peers to promote civil, democratic discussions and decision making. Establish individual roles as needed. Respond thoughtfully to diverse perspectives. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).
3	LL.11-12.3			

4	SLL.11-12.1 SLL.11-12.3 SLL.11-12.6	LL.11-12.1 LL.11-12.3 LL.11-12.6	<p>Small Group Discussion</p> <ul style="list-style-type: none"> In assigned or self-selected small groups, students discuss a range of topics (e.g., themes, cultural values, societal impact, cultural appropriation) of a selected text (e.g., film, T.V. show, graphic novel, poem, narrative). 	<ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study. Work with peers to promote civil, democratic discussions and decision making. Establish individual roles as needed. Promote divergent and creative perspectives. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture. Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
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Whole Class Communication

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	Language Standards	<p>Socratic Seminar</p> <ul style="list-style-type: none"> Students prepare for a Socratic Seminar and discuss assigned text or specified question. <ul style="list-style-type: none"> Example: How do our values and beliefs shape who we are as individuals and influence our communication behaviors? 	<ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study. Adapt speech to a variety of contexts and tasks. Address alternative or opposing perspectives. Respond thoughtfully to diverse perspectives. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate gestures. Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech) proxemics.
1	SLL.11-12.2 SLL.11-12.3 SLL.11-12.6 LL.11-12.1			
2	SLL.11-12.4 SLL.11-12.5 SLL.11-12.6 LL.11-12.1 LL.11-12.2 LL.11-12.6	<p>Presentation and Q & A</p> <ul style="list-style-type: none"> Following a presentation of a researched topic, the audience provides feedback and asks questions. The presenter responds appropriately. 	<ul style="list-style-type: none"> Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Organize a topic substantively with 	<ul style="list-style-type: none"> Demonstrate effective platform movement during delivery.

				appropriate style to match intended purpose and audience.	<ul style="list-style-type: none"> Adapt nonverbal communication to audience. Determine appropriate attire for a given occasion. Evaluate the credibility and accuracy of each source.
3	SLL.11-12.2	LL.11-12.3	Collaborative Research / Poster Session <ul style="list-style-type: none"> Students create an original book or story jacket from a class text. Students include symbols and images indicative of the specific culture represented in the book. 	<ul style="list-style-type: none"> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). Present information, findings, and supporting evidence. 	<ul style="list-style-type: none"> Demonstrate effective platform movement during delivery. Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).
4	SLL.11-12.2 SLL.11-12.3 SLL.11-12.4	LL.11-12.3 LL.11-12.6	Panel Discussion <ul style="list-style-type: none"> Students prepare for a discussion panel on cross-cultural topics (e.g., cultural stereotypes; cultural appropriation; threats to a culture; representation of culture at the local, state, and national level). 	<ul style="list-style-type: none"> Address alternative or opposing perspectives. Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches). Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 	<ul style="list-style-type: none"> Demonstrate effective and appropriate eye contact, facial expressions, and posture.

TEXT COMPLEXITY

Extended Text Title: <u>The Joy Luck Club</u> by Amy Tan	
Qualitative Measures	
Structure	Quantitative Measures
The structure of the text is a narrative but because of multiple narrators and separate stories connected by a loose overall frame story, it at times is moderately difficult. The novel includes parables that connect to the separate stories. The syntax is reasonable.	Lexile: <u>930</u>
Language Conventionalty and Clarity	Reader-Task Considerations
The language demands are reasonable; the use of dialect and Cantonese and Mandarin terms may cause some confusion at first.	The student should continually reflect on how this text is representational of other cultures and today's society.
Knowledge Demands	Recommended Placement
No specific background knowledge is needed but a pre-reading lesson on China, Chinese culture, Angel Island, San Francisco, and/or Chinatown could be useful for some students.	Even though this text's lexile level is lower, the figurative language, dialect, and unfamiliar parables and customs make it challenging for many readers.
Purpose	
The purpose of the novel is to entertain. Tan discusses the relationships between mothers and daughters, cultural identity, communication, and/or choices and consequences.	

DISCLAIMER: All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

Supporting Text Title: “Cecilia Rosas” by Amado Muro	
Qualitative Measures	
Structure	Quantitative Measures
This is a narrative text. The narrator is remembering back to a time in his younger life.	Lexile: <u>1010-1200</u>
Language Conventionalty and Clarity	Reader-Task Considerations
The word choice is complex, using high level and culturally specific vocabulary.	The students identify the cultural norms and analyze how they are maintained or altered in the context of the story.
Knowledge Demands	Recommended Placement
A pre-reading activity about the setting of the story might be useful so that students will understand customs and norms of that time.	This text is suited to students in 11th -12th grade due to background knowledge that is required.
Purpose	
The purpose of this short story is to demonstrate the expectations of that culture and time period. The reader can compare and contrast the protagonist’s experiences with those common today in similar situations.	