<table>
<thead>
<tr>
<th>Unit</th>
<th>Essential Questions</th>
<th>Academic Vocabulary</th>
<th>Embedded Assessments</th>
<th>Goals</th>
</tr>
</thead>
</table>
| **Unit 1**  
Cultural Conversations | What is cultural identity?  
How do cultural experiences shape, impact, or influence our identity and perceptions? | synthesis  
argument  
claim  
counterclaim  
concession  
refutation | EA 1: Writing About Cultural Identity  
EA 2: Writing a Synthesis Paper | • To analyze how culture affects identity and perceptions  
• To practice effective speaking and listening skills that build capacity for collaboration and communication  
• To analyze the concept of voice in reading and writing  
• To examine and apply the elements of argument  
• To analyze and apply syntactic structures in writing |
| **Unit 2**  
Cultural Perspectives | How can cultural experiences and perspectives be conveyed through memorable narratives?  
What issues resonate across cultures, and how are arguments developed in response? | evidence  
empirical evidence  
logical evidence  
anecdotal evidence  
fallacy | EA 1: Writing a Narrative  
EA 2: Creating an Argument | • To construct a narrative that expresses a cultural perspective  
• To recognize the role that culture plays in defining ourselves as individuals  
• To examine perspectives of justice across cultures and over time  
• To understand and apply the elements of argument  
• To develop an argument on an issue for a specific audience, using an effective genre  
• To analyze narrative techniques and use them in writing |
| **Unit 3**  
Cultures in Conflict  
*Things Fall Apart* (Novel) | How might a culture change when it encounters new ideas and members?  
How can an author use a fictional character to make a statement about culture? | reliability  
validity  
plagiarism  
annotated bibliography | EA 1: Researching and Comparing Pre- and Post-Colonial Ibo Culture  
EA 2: Writing a Literary Analysis Essay | • To analyze cultural experiences reflected in a work of literature from outside the United States  
• To analyze how complex characters in a novel develop and interact to advance a plot or theme  
• To research to answer questions, explore complex ideas, and gather relevant information  
• To present findings to an audience clearly and logically, making use of digital media  
• To draw evidence from a literary text to support analysis and reflection |
| **Unit 4**  
Dramatic Justice  
*Antigone* (Drama) | How can one communicate characterization through oral interpretations?  
How do complex characters advance the plot and develop the themes of a drama? | justice  
criteria  
advance (v) | EA1: Presenting an Oral Interpretation of Literature  
EA2: Writing a Literary Analysis Essay on Characterization and Theme | • To evaluate and critique oral interpretations  
• To analyze characterization, conflicting motivations of a complex character, and major themes in a classic Greek drama  
• To analyze point of view and cultural experience reflected in literature from outside the United States  
• To analyze and present an oral interpretation of a monologue conveying a complex character’s voice  
• To write a literary analysis essay examining the development of a tragic hero and the development of plot and theme |
| **Unit 5**  
Building Cultural Bridges  
*The 11th Hour* (Film) | How do cultural differences contribute to conflicts over environmental issues?  
In what ways do nonfiction texts influence perceptions of their subject? | controversial  
documentary  
impersonal  
fallacies  
refutation  
stakeholder  
advocate  
objective  
subjective | EA 1: Presenting a Solution to an Environmental Conflict  
EA 2: Representing an Argument in a Documentary Film | • To examine how nonfiction texts (both print and non-print) construct our perceptions of what is true  
• To analyze how writers and speakers use evidence and appeals to support a claim  
• To examine the credibility of a text or its author  
• To explore a complex issue or problem from multiple perspectives and to work with peers to present a solution  
• To use media strategically to enhance a presentation |
### KEY TEXTS

Texts representative of themes and rigorous reading experiences in the level
(Note: this is just a sample of the texts included in the level)

<table>
<thead>
<tr>
<th>Category</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Text</td>
<td>“What Is Cultural Identity?”</td>
</tr>
<tr>
<td>Personal Essay</td>
<td>“Ethnic Hash,” by Patricia Williams</td>
</tr>
<tr>
<td>Art</td>
<td><em>Self-Portrait on the Borderline Between Mexico and the United States</em>, by Frida Kahlo</td>
</tr>
<tr>
<td>Poetry</td>
<td>“Legal Alien,” by Pat Mora</td>
</tr>
<tr>
<td>Essay</td>
<td>“Where Worlds Collide,” by Pico Iyer</td>
</tr>
<tr>
<td>Short Story</td>
<td>“Everyday Use” by Alice Walker</td>
</tr>
<tr>
<td>Essay</td>
<td>“An Indian Father’s Plea,” by Robert Lake</td>
</tr>
<tr>
<td>Memoir</td>
<td>Excerpt from <em>Funny in Farsi</em>, by Firoozeh Dumas</td>
</tr>
<tr>
<td>Graphic Novel</td>
<td>Excerpt from <em>Persepolis</em>, by Marjane Satrapi</td>
</tr>
<tr>
<td>Poetry</td>
<td>“Grape Sherbet,” by Rita Dove</td>
</tr>
<tr>
<td>Memoir</td>
<td>Excerpt from <em>The Hunger of Memory</em>, by Richard Rodriguez</td>
</tr>
<tr>
<td>Speech</td>
<td>“On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</td>
</tr>
<tr>
<td>Speech</td>
<td>“On Women’s Right to Vote,” by Susan B. Anthony</td>
</tr>
<tr>
<td>Speech</td>
<td>“One Word of Truth Outweighs the World,” by Aleksandr Solzhenitsyn</td>
</tr>
<tr>
<td>Speech</td>
<td>Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</td>
</tr>
<tr>
<td>Drama</td>
<td>Excerpt from <em>The Tragedy of Julius Caesar</em> by William Shakespeare</td>
</tr>
<tr>
<td>Novel</td>
<td>Excerpt from <em>White Teeth</em>, by Zadie Smith.</td>
</tr>
<tr>
<td>Drama</td>
<td><em>Antigone</em>, by Sophocles</td>
</tr>
<tr>
<td>Film</td>
<td><em>The 11th Hour</em> (2007), directed by Nadia Conners and Leila Conners Petersen</td>
</tr>
<tr>
<td>Press Release</td>
<td>“The HSUS and Wild Fish Conservancy File Suit To Stop Sea Lion Killing At Bonneville Dam” (2011) by the Humane Society of the United States</td>
</tr>
<tr>
<td>Editorial</td>
<td>“Sea lions vs. salmon: Restore balance and common sense” (2008) by Fidelia Andy</td>
</tr>
<tr>
<td>Novel</td>
<td><em>Things Fall Apart</em>, by Chinua Achebe</td>
</tr>
<tr>
<td>Poetry</td>
<td>“Prayer to the Masks,” by Léopold Sedar Senghor</td>
</tr>
<tr>
<td>Poetry</td>
<td>“The Second Coming,” by William Butler Yeats</td>
</tr>
</tbody>
</table>

See Unit “Planning the Unit” for a complete listing of unit resources

### STRATEGIES FOCUS

While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.

- OPTIC
- Socratic Seminar
- RAFT
- Marking the text
- Fishbowl
- Levels of Questioning
- SMELL
- SOAPSTone
- SIFT
- Discussion Groups

### LANGUAGE AND WRITER'S CRAFT AND LANGUAGE CHECKPOINTS

Instruction that provides grammar support and in the context of actual reading and writing

**Grammar and Usage** call-out boxes contain additional grammar instruction

- Syntax
- Colon and Semicolon
- Phrases and Clauses
- Introducing Dialogue
- Sentence Variety
- Varying Sentence Beginnings
- Outlining and Organizing an Argument
- Active and Passive Voice
- Compare/Contrast
- Academic Voice
- Using Precise Language and domain specific vocabulary
- Word Patterns
- Semicolons and Colons
- Consulting a Style Manual
- Embedding Quotations
- Punctuating Relative Clauses
- Citation Styles
- Using parallel Structure
- Punctuation in sentences
- Subordination and Coordination
- Noun Agreement
- Frequently confused Words
- Recognizing Conventional Expression

Red = Core Text