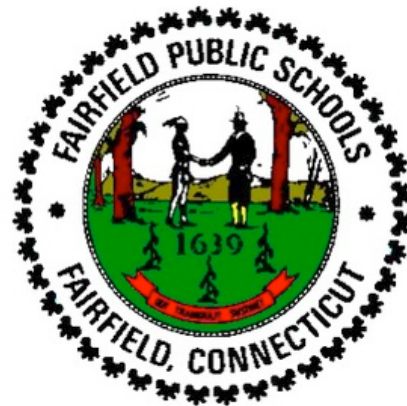


# Fairfield Public Schools English Curriculum

Reading, Writing, Speaking and Listening, Language

## Contemporary Global Literature



## Contemporary Global Literature Overview

### Description

Contemporary Global Literature is a semester English elective. This course aims to explore the ideas and perspectives of peoples and cultures that have previously been kept out of the literary conversation. Students will respond to and analyze texts (fiction, non-fiction, documentaries, music, poetry, short stories) produced by and about people from nations that are often not part of traditional canonical literary study. Students will write in a variety of genres with emphasis on expository writing.

## Contemporary Global Literature: Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Framing the Question	<ul style="list-style-type: none"> <li>● Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing</li> <li>● Explore concepts of power, identity, race, class, and gender.</li> <li>● Understand metaphor and figurative language</li> </ul>	<ul style="list-style-type: none"> <li>● Personal essay (college essay).</li> <li>● Informational Essays</li> <li>● Developing sophisticated thesis statements</li> </ul>	<ul style="list-style-type: none"> <li>● Review of Core 11<sup>th</sup> grade concepts</li> <li>● Literary terms</li> </ul>	<ul style="list-style-type: none"> <li>● Academic Essay (Informative, Analytical, Thesis-Based, Controlling Idea)</li> </ul>

<p>2. Language and Identity</p>	<ul style="list-style-type: none"> <li>● Analyze the rhetoric and syntax of the contemporary global novel.</li> <li>● Analyze and deconstruct the contemporary global novel focusing on characterization, theme, and symbolism.</li> <li>● Analyze a text for specific literary devices</li> </ul>	<ul style="list-style-type: none"> <li>● Develop clear and consistent voice in their narrative writing.</li> <li>● Write for a specified audience and a specific purpose.</li> <li>● Develop unity and coherence in their narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>● Revise for redundancy and wordiness.</li> <li>● Recognize and avoid exaggeration.</li> <li>● Avoid sentence sprawl.</li> <li>● Revise for sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>● A personal narrative, which can be used for a college essay</li> <li>● Expository Writing</li> </ul>
<p>3. Post-Colonialism – a Term and its Complications</p>	<ul style="list-style-type: none"> <li>● Apply Post-colonial theory to independent reading</li> <li>● Identify the ways in which a text “talks-back” to a dominant image, theme, or idea.</li> <li>● Analyze how a literary text challenges</li> </ul>	<ul style="list-style-type: none"> <li>● Informational Essay</li> <li>● Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Avoid misplaced modifiers.</li> <li>● Use adverbial connectives for emphasis and transition.</li> <li>● Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as</li> </ul>	<ul style="list-style-type: none"> <li>● Responses and quizzes on major texts</li> <li>● Expository Writing</li> </ul>

	<p>western definitions of people and groups</p> <ul style="list-style-type: none"> <li>● Examine the ways that the structure of a text reflects the over-arching theme or message of that text</li> </ul>		therefore and however.	
4. After Post Colonialism – Toward a New World “Self”	<ul style="list-style-type: none"> <li>● Deconstruct the limits of Post-Colonial theory</li> <li>● Analyze different depictions of nationalism</li> <li>● Analyze the use of “hybridization” in contemporary global literature.</li> <li>● Identify the deliberate mix of western and non-western literary structures</li> </ul>	<ul style="list-style-type: none"> <li>● Informational Essay - Literary Analysis</li> <li>● Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Use dash and ellipses.</li> <li>● Punctuate quotations within quotations, using single quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>● Literary Analysis essay</li> </ul>
5. Independent Student Inquiry	<ul style="list-style-type: none"> <li>● Student directed Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>● Student directed Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	Student directed Inquiry Projects

<p><b>Reading Resources</b>  <i>FPS Units of Study for Contemporary Global Literature</i>  Anchor Texts  Book Club Texts by level</p>	<p><b>Writing Resources</b>  <i>FPS Units of Study for Contemporary Global Literature</i>  <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen  <i>Image Grammar, 2<sup>nd</sup> Edition</i> by H. Noden</p>
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<b>Contemporary Global Literature: Reading and Writing</b>		
<p><b>Central Understandings</b>  Students will be able to:</p> <ul style="list-style-type: none"> <li>● define the Post-colonial theory</li> <li>● explore the universal questions raised by the literature and how the literature reflects them</li> <li>● understand the importance of artistic structure in the understanding and exploration of a literary work</li> <li>● describe the connections between the texts studied and our own lives</li> <li>● develop methods of inquiry that use questions as foundations for exploration</li> <li>● analyze the limitations of post-colonial theory</li> <li>● deconstruct traditional definitions of story and storytelling</li> <li>● pose an evaluative question and</li> </ul>	<p><b>Course Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is the nature of identity?</li> <li>● What is our place in the global community?</li> <li>● How does power play a role in our lives?</li> <li>● How is power defined and who defines power?</li> <li>● How does language shape our understanding of self?</li> <li>● Should writers in colonial/post-colonial contexts adopt standard British English or forge new “English’s” of their own?</li> <li>● How does language limit the definition of self and the communication of personal experience?</li> <li>● How do authors use the language of the oppressor to “talk-back”?</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Culminating Independent Project</li> </ul>

<p>explore it using examples and/or reasons</p> <ul style="list-style-type: none"> <li>● Identify how authors blend western and non-western literary forms</li> <li>● interpret an allegorical text.</li> <li>● gather textual evidence to support an analysis.</li> <li>● analyze the use of symbolism, color, and allegory</li> <li>● conduct literary research to explore current topics in global literature</li> </ul>	<ul style="list-style-type: none"> <li>● What are the dangers of a “single story”?</li> <li>● What does it mean to “reclaim a story”?</li> <li>● How does contemporary global literature attempt to revise history?</li> <li>● How do contemporary global authors craft stories that resist stereotypical generalities?</li> <li>● Why do post-colonial authors choose to write using the “oppressor’s language”?</li> <li>● What are the problems with the term: Post-Colonialism?</li> <li>● What are the limits of post-colonial definitions of identity, politics, and culture?</li> <li>● How do cultures intertwine and intermingle in order to create new definitions of national identity?</li> <li>● What is the “new world self”? What does it look like? Who defines this? And who is not included in this new image?</li> <li>● How do authors celebrate cultural blending and the blurring of boundaries?</li> <li>● What are the commonalities that draw us together?</li> </ul>	
<p><b>Standards</b></p>		<p><b>National Assessments:</b></p>

Common Core State Standards		
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## Contemporary Global Literature 1: Framing the Question

### Unit Overview

The purpose of this initial unit is to frame the foundational questions for the course. While the initial readings are suggested in order to frame these questions, teachers are also encouraged to have students generate questions they have about themselves and the world around them (and the world they may not be that familiar with). In this initial unit students write an initial personal essay.

By the end of this unit, students will be able to respond to the following questions:

- Who are you?
- How do you define yourself?
- What is your culture?
- How does a name define a person? How might naming of people, places, cultures complicate notions of identity?
- What is your “other”?
- How do we break down barriers and stereotypes of the “other”?
- How is the power of language multi-layered? And maybe, what is the power of language?
- How is identity formed within the global context?
- What is the relationship between naming and place and identity?
- How does language play a role in placing people and cultures “outside” or “on the margin”?
- How is the implementation of the language of the colonial powers a metaphor for colonial rule?

#### Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing

#### Writing Focus

- Exploratory journal entries, writing from poems, short stories, and other short texts
- Develop individual thesis statements

#### Grammar, Usage, and Mechanics Focus

- Review of major 11<sup>th</sup> grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context



<ul style="list-style-type: none"> <li>● Identification of central ideas</li> <li>● Read and discuss essays and poems about the writing of Contemporary Global Literature.</li> <li>● Explore concepts of power, identity, race, class, and gender.</li> <li>● Understand metaphor and figurative language</li> </ul>	<p>that demonstrate an understanding of the philosophical concepts offered by a text.</p> <ul style="list-style-type: none"> <li>● Integrate textual support in order to support and embellish their thesis statements.</li> <li>● Personal essay (college essay).</li> </ul>	
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### Assessments

- Informational/Exploratory essay (College essay)
- Academic Essay (Informative, Analytical, Thesis-Based, Controlling Idea)

### Common Core Standards Emphasized in the Unit

- 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.
- RL.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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 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.
- RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Contemporary Global Literature), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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 and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**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.)

**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.

**W. 11-12.6.** 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.

## Contemporary Global Literature Unit 2: Language and Identity

### Unit Overview

The purpose of this second unit is to explore the ways in which language shapes identity.

By the end of this unit, students will be able to respond to the following questions:

- How is identity formed?
- Should writers in colonial/post-colonial contexts adopt standard British English or forge new “English’s” of their own?
- How does language limit the definition of self and the communication of personal experience?
- How do authors use the language of the oppressor to “talk-back”?
- What are the dangers of a “single story”?

#### Reading Focus

- Analyze the rhetoric and syntax of the contemporary global novel.
- Analyze and deconstruct the contemporary global novel focusing on characterization, theme, and symbolism.
- Pose an exploratory question about the writing style or the major themes, historical perspective, or critical evaluation of a text.
- Analyze a text for specific literary devices

#### Writing Focus

- Pose an evaluative question and explore it using examples and/or reasons.
- Brainstorm ideas for personal narrative.
- Develop clear and consistent voice in their narrative writing.
- Write for a specified audience and a specific purpose.
- Develop unity and coherence in their narrative writing
- Use language effectively to convey the personal meaning derived from life

#### Grammar, Usage, and Mechanics Focus

- Revise for redundancy and wordiness.
- Recognize and avoid exaggeration.
- Avoid sentence sprawl.
- Revise for sentence variety.

	<p>events.</p> <ul style="list-style-type: none"> <li>● Organize thinking for audience.</li> <li>● Use a strong and consistent voice in writing.</li> <li>●</li> </ul>	
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**Assessments**

- Academic Essay (Informative, Analytical, Thesis-Based, Controlling Idea)

**Common Core Standards Emphasized in the Unit**

**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.

**RL.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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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.

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Contemporary Global Literature), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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 and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**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.)

**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.

**W. 11-12.6.** 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.

## Contemporary Global Literature Unit 3: Post-Colonialism – a Term and its Complications

### Unit Overview

The purpose of this unit is to explore the ways a literary text is analyzed through a post-colonial lens.

By the end of this unit, students will be able to respond to the following questions:

- What does it mean to “reclaim a story”?
- How does contemporary global literature attempt to revise history?
- How do contemporary global authors craft stories that resist stereotypical generalities?
- Why do post-colonial authors chose to write using the “oppressor’s language”?
- What are the problems with the term: Post-Colonialism?

#### Reading Focus

- Apply Post-colonial theory to independent reading
- Identify the ways in which a text “talks-back” to a dominant image, theme, or idea.
- Analyze how a literary text challenges western definitions of people and groups
- Examine the ways that the structure of a text reflects the over-arching theme or message of that text

#### Writing Focus

- Informational Essay
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate

#### Grammar, Usage, and Mechanics Focus

- Avoid misplaced modifiers.
- Use adverbial connectives for emphasis and transition.
- Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however.

	<p>ideas clearly and concisely</p> <ul style="list-style-type: none"> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Academic Essay (Informative, Analytical, Thesis-Based, Controlling Idea)

**Common Core Standards Emphasized in the Unit**

**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.

**RL.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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**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.

**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Contemporary Global Literature), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**W. 11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas,

concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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 and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**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.)

**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.

**W. 11-12.6.** 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.



**WHST.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.

**WHST.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 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.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

## Contemporary Global Literature Unit 4: After Post Colonialism – Toward a New World “Self”

### Unit Overview

The purpose of this unit is to move beyond the definitions that Post-Colonial theory proposes to embrace a new understanding of identity.

By the end of this unit, students will be able to respond to the following questions:

- What are the limits of post-colonial definitions of identity, politics, and culture?
- How do cultures intertwine and intermingle in order to create new definitions of national identity?
- What is the “new world self”? What does it look like? Who defines this? And who is not included in this new image?
- How do authors celebrate cultural blending and the blurring of boundaries?
- What are the commonalities that draw us together?

#### Reading Focus

- Deconstruct the limits of Post-Colonial theory
- Analyze different depictions of nationalism
- Analyze the use of “hybridization” in contemporary global literature.
- Identify the deliberate mix of western and non-western literary structures

#### Writing Focus

- Informational Essay - Literary Analysis
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to

#### Grammar, Usage, and Mechanics Focus

- Use dash and ellipses.
- Punctuate quotations within quotations, using single quotation marks.

	<p>eliminate errors and communicate ideas clearly and concisely</p> <ul style="list-style-type: none"> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Literary Analysis essay</li> </ul>
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Common Core Standards Emphasized in the Unit
<p><b>RL.11-12.2</b> 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.</p> <p><b>RL.11-12.4</b> 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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>RL.11-12.5</b> 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.</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Contemporary Global Literature), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>W. 11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and</p>

accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 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 and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**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.)

**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.

**W. 11-12.6.** 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.

**WHST.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.

**WHST.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 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.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

## Contemporary Global Literature Unit 5: Independent Student Inquiry

### Unit Overview

In this culminating unit, students apply the knowledge and skills from the course and design their own, independent inquiry project.

#### Reading focus

- Form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- Conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- Reflect on how this independent study project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.

#### Writing focus

- Develop a prospectus for their independent study project and conference with their teacher for final approval.
- Use technology to research, create a product, or present their independent study.

#### Grammar, usage, and mechanics focus

#### Assessments

- Independent Project and Presentation (TED Talk)

### Common Core Standards Emphasized in the Unit

**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.)

**W.11-12.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.11-12.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.