



- Honors/Accelerated track courses must complete through Unit 5
- All embedded assessments must be completed
- Embedded assessments marked in teal will be turned in to meet portfolio requirements

<b>ELA SpringBoard Curriculum Map</b> <b>Duration: 29 Days/ 20 Days</b> <b>Level 5, Unit 1: Voices of Modern Culture</b>				
Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness	
<p>Culture is often difficult to define, but it influences everything from who you are as an individual to how you relate to other people at home and around the world. Just what is culture, and how does it contribute to the way you see the world? In this unit, you will explore these questions by investigating factors that affect your personal and cultural identities. You will learn about the concept of voice, or how you express identity in written, spoken, or artistic forms. By engaging with and constructing different types of print and nonprint texts, you will discover how writers and speakers use voice</p>	<p>1. How can cultural experiences shape, impact, or influence our perception of the world?</p> <p>2. How does voice function in and beyond the contexts of writing?</p>	<p>Culture Subculture Symbol Perspective Stereotype</p>	<ul style="list-style-type: none"> <li>• Read independently (multiple genres are encouraged)</li> <li>• Study short selections that provide meaningful examples of linguistic grace and style</li> <li>• Analyze style – voice, syntax, tone, and organizational structure</li> <li>• Use AP strategies to analyze, critique, and generate texts</li> <li>• Generate original texts employing stylistic techniques and the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 lends itself to a “choice” independent reading novel.</li> </ul>

to express cultural ideas and personal identities.				
<b>SpringBoard Activities</b>	<b>Content Focus (Learning Objective)</b>	<b>Focus Standard</b>	<b>Comments</b>	<b>Writing</b>
<p><b>Learning Focus:</b> Signifying Our Selves</p> <p>1.1 Previewing the Unit Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>analyze the skills and knowledge necessary for success in this unit</li> <li>activate prior knowledge and preview the unit’s essential questions and academic vocabulary</li> </ul>			
<p>1.2 Class Culture Quilt</p> <p><b>Poetry:</b> “My Mother Pieced Quilts,” by Teresa Paloma Acosta Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>examine culture as a thematic concept</li> <li>participate in a classroom culture of sharing and learning</li> <li>analyze a poem and generate a response to literature</li> </ul>			
<p>1.3 Contemplating Culture Duration: ½ class periods</p>	<ul style="list-style-type: none"> <li>define and examine the components of culture</li> <li>generate and revise a working definition of culture</li> <li>build a vocabulary with which to analyze and discuss culture</li> </ul>			
<p>1.4 Aspects of Culture: Introducing Outside Reading</p> <p><b>Memoir:</b> Excerpt from <i>Funny in Farsi</i>, by Firoozeh Dmas Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>read for aesthetic purposes</li> <li>understand aspects of culture presented in literature</li> </ul>			
<p>1.5 Components of Effective Communication</p>	<ul style="list-style-type: none"> <li>identify the</li> </ul>			

Duration: 1 class period	<p>components of effective communication</p> <ul style="list-style-type: none"> <li>• build norms or create guidelines that will optimize small group discussions</li> </ul>			
1.6 What Contributes to Our Perception of the World? Duration: ¾ class period	<ul style="list-style-type: none"> <li>• examine and respond to the unit's essential question</li> <li>• analyze and apply academic vocabulary</li> </ul>			
1.7 Culture and Art Duration: ¾ class period	<ul style="list-style-type: none"> <li>• apply the practice of close reading of text to a visual image</li> <li>• analyze the stylistic elements of a visual medium</li> <li>• create an interpretive statement about meaning and effect of a visual text</li> </ul>			
1.8 Culture and Literature <b>Poetry:</b> "Theme for English B," by Langston Hughes Duration: 1 class period	<ul style="list-style-type: none"> <li>• analyze a poem for theme and author's craft</li> <li>• connect an essential question and a literary text</li> <li>• create a poetic emulation incorporating theme and style</li> </ul>			
1.9 Circles of Influence <b>Poetry:</b> "Where I'm From," by George Ella Lyon	<ul style="list-style-type: none"> <li>• explore and categorize the influences on personal culture</li> <li>• create an original</li> </ul>		<ul style="list-style-type: none"> <li>• Students write a poem that identifies a person of influence in his/her life</li> </ul>	

	<ul style="list-style-type: none"> <li>poem, incorporating images of culture</li> <li>analyze the imagery, structure, and technique of a poem</li> </ul>		<ul style="list-style-type: none"> <li>Require 4-5 figurative devices</li> <li>Six Characteristics of Poetry (sound, story, imagination, voice, language, form)</li> <li>Students could peer evaluate one another's poems using TP-CASTT or SOAPSTone, p. 458</li> </ul>	
<p><b>Embedded Assessment 1:</b> Creating an Artistic Representation of My Culture</p>	<ul style="list-style-type: none"> <li>create a three-dimensional artistic representation of your culture</li> <li>compose a written text that explains the significance of two of the symbols you have chosen to represent yourself</li> </ul>		<ul style="list-style-type: none"> <li>Bring in a family dish representative of your family's traditions/own culture</li> <li>Create a soundtrack of 4-6 songs that represent your own family</li> </ul>	<ul style="list-style-type: none"> <li>(Personal Piece) Students can create an anecdote/vignette about a symbol (or two) that has a memory attached to it</li> <li>Have the students incorporate the importance/personal relevance of the symbol</li> <li>Students should work on writing with a strong voice</li> </ul>
<p><b>Learning Focus:</b> You Have Great Voice 1.10 What Gives Writing a Voice? <b>Poem:</b> "Legal Alien," by Pat Mora Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>reinforce knowledge of voice</li> <li>progress from knowledge to application to analysis of voice</li> </ul>			
<p>1.11 Analyzing Components of Voice <b>*Film:</b> Clips from <i>Grease</i>, directed by Randal Keisler Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>develop awareness of voice in speaking and writing</li> <li>analyze personal voice in writing</li> </ul>			
1.12 Voice and Style	<ul style="list-style-type: none"> <li>write in a variety of</li> </ul>			

Duration: 1 class period	<ul style="list-style-type: none"> <li>voices and tones</li> <li>examine text for stylistic components such as syntax, diction, and tone</li> </ul>			
1.13 Experimenting with Tone <b>Song Lyrics:</b> "Imagine," by John Lennon Duration: 1 class period	<ul style="list-style-type: none"> <li>build tone word vocabulary</li> <li>analyze tone in a literary text</li> <li>create a text that demonstrates tone</li> </ul>		<ul style="list-style-type: none"> <li>Research the 1960's and identify the elements of the decade that caused John Lennon and other artists of the time to write commentary in their music</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
1.14 Contrasting Voices Duration: 1 class period	<ul style="list-style-type: none"> <li>explore the connection between voice and persona when crafting text</li> <li>examine a text for contrasting voices</li> </ul>			
1.15 Punctuating Personality <b>Monologue:</b> "Brace Yourself," by Debbie Lamedman <b>Monologue:</b> "The Crush," by Debbie Lamedman <b>Monologue:</b> "The Job Interview," by Debbie Lamedman <b>Monologue:</b> "The Date," by Debbie Lamedman <b>Monologue:</b> "Off the Court," by Debbie Lamedman <b>Monologue:</b> "Dinner Guest," by Debbie Lamedman Duration: 2 class periods	<ul style="list-style-type: none"> <li>extend prior knowledge of punctuation</li> <li>analyze punctuation in a monologue and understand its role in enhancing voice</li> <li>use punctuation in a monologue to enhance voice and create an effect</li> </ul>		<ul style="list-style-type: none"> <li>Find several excerpts of monologues from films in popular culture and apply the SOAPSTone concept to the visual medium of a performed monologue</li> <li>Find a monologue and perform it for the class. It is recommended that the teacher approve the monologue first.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<p>1.16 Voices Against Stereotypes  <b>Poem:</b> "Sure You Can Ask Me a Personal Question," by Diane Burns  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• define "stereotype"</li> <li>• interpret and analyze a poem using SOAPSTone</li> <li>• generate a poem emulating the style of a published writer</li> </ul>			
<p>1.17 Many Voices, Many Selves  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• identify and define how voice alters with role</li> <li>• create two different voices – one in written form and one in oral form</li> <li>• define subculture and explain how voice is related to it</li> </ul>			
<p>1.18 Sharing Your Voice  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• represent voice in writing using tone, diction, and punctuation</li> </ul>			
<p><b>Embedded Assessment 2:</b>  Presenting Two of My Voices  Duration: 4 class periods</p>	<ul style="list-style-type: none"> <li>• write two original texts that reflect two distinctive voices you possess</li> <li>• share one of the two in an oral presentation</li> <li>• each text should demonstrate how you present yourself in tow different contexts, roles, or subcultures</li> <li>• take the texts through all the stages of the writing process</li> </ul>		<ul style="list-style-type: none"> <li>• Possible School of Study connection</li> <li>• Have students pick a current event/issue (teacher pre-selected and students randomly draw) and student have to show both sides of the issue</li> </ul>	
<p>1.19 Portfolio Activity: What Is Good</p>	<ul style="list-style-type: none"> <li>• clarify and reflect on</li> </ul>			

Writing? Duration: 1 class period	<p>the qualities of good writing</p> <ul style="list-style-type: none"> <li>• revise drafts to meet the criteria of good writing</li> </ul>			
<b>Unit Reflection</b> Duration: ½ class period	<ul style="list-style-type: none"> <li>• monitor comprehension and growth through a reflective process</li> <li>• synthesize understanding of individual reading and writing processes and strategies</li> <li>• self-assess mastery of key concepts and terms</li> </ul>		•	<ul style="list-style-type: none"> <li>• Introduce the On-Demand concept</li> <li>• After Unit 1, On-Demand practice (narrative or informative form)</li> <li>• Argumentation Model: Media Censorship</li> <li>• Write a narrative/informational piece as a class</li> <li>• Conduct a live scoring</li> </ul>
<b>SpringBoard Online Unit One Assessment</b> Duration: 1 class period				
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>	<b>Teacher Reflection</b>		
SpringBoard Online Writing Workshop 1: The Writing Process SpringBoard Online Writing Workshop 3: Poetry SpringBoard Portfolio	<i>SpringBoard Grammar and Usage Handbook</i> SpringBoard Literature Circles: Independent Reading – Focus: Texts that exhibit strong voice and cultural elements that are appealing to students			



**ELA SpringBoard Curriculum Map**  
**Duration: 29 Days/ 20 Days**  
**Level 5, Unit 2: Cultural Conversations**

Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness	Writing
<p>In Unit 2 you will continue the process of self-discovery by examining one of the basic building blocks of your culture and identity—your family. Everyone has a different experience of family, but the power of a family’s influence is universal. In this unit, you will explore the effect your family has had on your life and your perceptions of the world. In addition to thinking about the influence of family, you will consider other potent factors that shape your identity, including ethnicity, race, and gender. No one experiences these factors in exactly the same way; as a result, understanding how those forces shape your own life will help you better understand yourself and how you</p>	<p>1. How do external factors affect one’s sense of identity?</p> <p>2. How do we synthesize multiple sources of information into a cohesive argument?</p>	<p>Persona            Juxtaposition            Cultural Conflict            Satire            Humor            Synthesis            Argument</p>	<ul style="list-style-type: none"> <li>• Expand writing-on-demand skills through practice in deconstructing a timed writing prompt and writing under timed conditions</li> <li>• Synthesize information from a variety of short nonfiction pieces</li> <li>• Write in response to a synthesis prompt like those used on the Advanced Placement Language and Composition Examination</li> <li>• Apply interpretive skills to analyze artwork that represents cultural contexts</li> <li>• Use AP strategies to analyze style and writer’s craft</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

perceive the world around you. As you complete this unit, you will make connections to the works of multiple writers and use those works to create your own understanding of cultural identity and its effect on individual perceptions.				
SpringBoard Activities	Content Focus (Learning Objective)	Focus Standard	Comments	Writing
<p><b>Learning Focus:</b> Does My Culture Define Me?</p> <p>2.1 Previewing the Unit Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>analyze the skills and knowledge necessary for success in this unit</li> <li>activate prior knowledge and preview the unit's essential questions and academic vocabulary</li> </ul>			
<p>2.2 Introduction to Family and Tradition Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>examine family as an aspect of cultural identity</li> <li>identify traditions that are a part of family life</li> <li>interpret text through cultural connections</li> </ul>			
<p>2.3 Reading Art: An Artistic Perspective on Family</p> <p><b>*Art:</b> <i>The Builders, The Family</i> (1974), by Jacob Lawrence</p> <p><b>*Art:</b> <i>This is a Family Living in Harlem</i> (1943), by Jacob Lawrence</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>write an interpretive paragraph based on student-generated questions</li> <li>identify the techniques and subject matter of a piece of art</li> <li>cite artwork detail as textual evidence</li> </ul>			

	<ul style="list-style-type: none"> <li>recognize art as an integral part of culture</li> </ul>			
<p>2.4 Thanksgiving: Changes in Perspective  <b>Essay:</b> "Thanksgiving: A Personal History," by Jennifer New  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>understand changes in perspective over time</li> <li>analyze tone and diction to track changes in narrative perspective</li> <li>examine how both internal changes and external changes can affect perspective on experiences</li> <li>identify tone and find textual evidence to support opinion</li> </ul>			
<p>2.5 Family Perspectives: Neighbors  <b>Satire:</b> "Us and Them," by David Sedaris  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>introduce satire and its purpose</li> <li>analyze how literary devices and figurative language achieve a specific effect</li> <li>evaluate how those devices create multiple layers of meaning</li> <li>establish the idea of perspective</li> </ul>		<ul style="list-style-type: none"> <li>Examine a series of political cartoons, <u>Saturday Night Live</u> sketches, or <u>The Onion News</u> (written or print) for the following: <ol style="list-style-type: none"> <li>Speaker</li> <li>Audience</li> <li>Purpose</li> <li>Issue Being Satirized</li> <li>Focus of Change</li> </ol> </li> </ul>	
<p>2.6 Theatrical and Cultural Elements in Film  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>analyze filmmakers' use of theatrical elements, such as costumes, props, and sets, for particular effects</li> <li>identify common cultural elements that</li> </ul>			

	<ul style="list-style-type: none"> <li>characterize cultural identity</li> <li>analyze and compare personal, social, cultural, and historical perspectives</li> </ul>			
<p>2.7 Football Versus Family</p> <p><b>*Film:</b> <i>Bend It Like Beckham</i> (2003), directed by Gurinder Chadha</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>examine the relationship between internal and external conflicts</li> <li>identify how theatrical and cultural elements reinforce key conflicts and themes</li> <li>describe how cultural expectations may conflict with individual values</li> </ul>		<ul style="list-style-type: none"> <li>Students find an article that discusses the importance of sports in American culture and the effects created as a result. What impact do sports have in our society? (i.e. athletes as role models, athletes' salaries, etc.)</li> <li>Perform a journalism column response to analyze the article</li> <li>Class discussion: Leonid Fridman "America Needs its Nerds" (AP Language released item)</li> </ul>	
<p>2.8 Marriage Is an Arrangement</p> <p><b>Article:</b> "Matrimony with a Proper Stranger," by Miguel Helft</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>examine cultural norms about marriage practices</li> <li>compare and contrast personal, social, and cultural perspectives</li> <li>analyze positive and negative aspects of a cultural tradition</li> </ul>		<ul style="list-style-type: none"> <li>Students work with partners or small groups to research the institution of marriage</li> </ul>	
<p>2.9 Conflicting Expectations</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>identify textual evidence of a conflict in a film</li> <li>analyze how a</li> </ul>			

	<p>particular dramatic scene illustrates a cultural conflict</p> <ul style="list-style-type: none"> <li>• evaluate the significance of a conflict between opposing cultural expectations</li> </ul>			
<p>2.10 Parents and Children  <b>Poetry:</b> "Father and Son," by Tomasz Jastrun  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• examine the causes of conflict between parents and children</li> <li>• analyze text to identify and evaluate words and phrases that convey conflict</li> <li>• create a found poem</li> </ul>			
<p>2.11 Soccer Culture  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze and evaluate the effectiveness of theatrical elements in illustrating cultural conflict</li> <li>• examine how a particular scene conveys conflict</li> <li>• compare personal, social, and cultural perspectives</li> <li>• examine conflict within and among cultural subgroups</li> </ul>		<ul style="list-style-type: none"> <li>• Have students create a character sketch of characters within the film, <u>Bend it Like Beckham</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>2.12 Stereotypes and Conflict  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze and evaluate how cultural conflict is portrayed cinematically</li> <li>• examine the relationship between</li> </ul>			

	cultural stereotypes and conflict			
2.13 Deconstructing a Prompt Duration: 1 class period	<ul style="list-style-type: none"> <li>develop strategies for deconstructing, or analyzing, writing prompts</li> <li>apply prompt-deconstruction strategies to the prewriting process</li> </ul>		<ul style="list-style-type: none"> <li>"Closer to Fine" written by Emily Saliers and performed by the Indigo Girls—play song, analyze lyrics and have students perform a double-sided journal or perform a TPCASTT analysis of the lyrics</li> </ul>	On-Demand Prompts—look at 3 to 4 separate prompts and have students determine what they are being asked to do/analyze the tasks
<b>Embedded Assessment 1:</b> Writing About a Cultural Conflict Duration: 2 class periods	<ul style="list-style-type: none"> <li>analyze the conflict of a character from one of the texts of this unit</li> <li>choose a character whose mind is pulled in conflicting directions</li> <li>write a well-developed essay, identifying each side of the conflict and examining the reasons for the conflict, the conflict resolution, and how this conflict illuminates the meaning of the work as a whole</li> <li>take the essay through all the stages of the writing process</li> </ul>			
<b>Learning Focus:</b> Synthesizing Many Parts into a Whole 2.14 Colliding Worlds <b>Essay:</b> "Where Worlds Collide," by Pico Iyer	<ul style="list-style-type: none"> <li>explain how an author's diction and syntax shape the meaning of the text, achieve specific effects,</li> </ul>			

<p>Duration: 1 ½ class periods</p>	<p>and support author's purpose</p> <ul style="list-style-type: none"> <li>• use visualization to represent and make connections among images in complex texts</li> <li>• analyze how detail and style convey a sense of colliding worlds</li> </ul>			
<p>2.15 Struggling with Identity: Rethinking Persona  <b>Memoir:</b> from <i>The Hunger of Memory</i>, by Richard Rodriguez  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• identify the attitudes, perspectives, and beliefs of the narrative persona</li> <li>• analyze how an author's persona relates to audience and purpose</li> <li>• identify allusions and connect them to the writer's purpose</li> <li>• uncover the ideas, issues, and values in a text through a Socratic Seminar</li> </ul>			
<p>2.16 A Father's Plea: Evaluating a Cultural Argument  <b>Essay:</b> "An Indian Father's Plea," by Robert Lake (Medicine Grizzly Bear)  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• identify the basic elements of an argument</li> <li>• analyze the author's explicit and implicit purposes for writing</li> </ul>			
<p>2.17 Why Choose Humor?  <b>Satire:</b> from <i>Dave Barry Does Japan</i>, by Dave Barry  <b>Essay:</b> "Going to Japan," from <i>Small Wonder</i>, by Barbara Kingsolver</p>	<ul style="list-style-type: none"> <li>• analyze how authors use specific genre elements to engage readers' expectations associated with a</li> </ul>		<ul style="list-style-type: none"> <li>• Google "Benefits of Laughter" and find an article that discusses this topic</li> <li>• Share with the class the</li> </ul>	

<p>Duration: 2 class periods</p>	<p>genre such as comedy or satire</p> <ul style="list-style-type: none"> <li>• explore satire as a critique of social and cultural situations</li> <li>• compare and contrast essays on cultural experiences</li> <li>• understand and apply group roles and responsibilities to complete a task</li> </ul>		<p>article and have a class discussion</p>	
<p>2.18 A Family Perspective on Heritage  <b>Short Story:</b> “Everyday Use,” by Alice Walker  Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>• comprehend the interrelationships among narrative, dramatic, and poetic elements in literary texts</li> <li>• analyze theme, key ideas, main ideas, and supporting ideas within a complex text</li> </ul>			
<p>2.19 Synthesis: Drafting Your Position  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• brainstorm responses to a synthesis prompt</li> <li>• work cooperatively to reach a consensus</li> <li>• synthesize various sources, including individual experiences, to formulate an argument or position statement</li> </ul>			
<p>2.20 Synthesis: Presenting Your Position  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• identify relevant sources for support</li> <li>• imagine conversations between authors that</li> </ul>			

	agree or disagree with the group's position statement			
<b>Embedded Assessment 2:</b> Writing a Synthesis Paper Duration: 3 class periods	<ul style="list-style-type: none"> <li>• write an essay that analyzes how cultural identity influences an individual's perspective</li> <li>• compose a group essay that responds to a synthesis prompt</li> <li>• support your claim with evidence from at least three different texts, personal experiences, and insights</li> <li>• take the essay through all the stages of the writing process</li> </ul>			<ul style="list-style-type: none"> <li>• Depending on pace, this can be your (informational/persuasive) portfolio piece. If not, p.193 would work for later</li> </ul>
<b>Unit Reflection</b> Duration: ½ class period	<ul style="list-style-type: none"> <li>• monitor comprehension and growth through a reflective process</li> <li>• synthesize understanding of individual reading and writing processes and strategies</li> <li>• self-assess mastery of key concepts and terms</li> </ul>			
<b>SpringBoard Online Unit Two Assessment</b> Duration: 1 class period				
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>	<b>Teacher Reflection</b>		

SpringBoard Online Writing Workshop 9: Response to Literary and Expository Texts SpringBoard Online Writing Workshop 8: Persuasive Writing SpringBoard Portfolio	<i>SpringBoard Grammar and Usage Handbook</i> SpringBoard Literature Circles: Independent Reading – Focus: Travel narratives, a collection of essays or short stories on culture, or nonfiction articles of satire		
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**ELA SpringBoard Curriculum Map**  
**Duration: 34 Days/ 23 Days**  
**Level 5, Unit 3: Community**

Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness	Writing
<p>“Until the lion has a voice, stories of safaris will always glorify the hunter.” To illustrate this African proverb, Chinua Achebe wrote the acclaimed novel <i>Things Fall Apart</i>, in which he provides a powerful voice for the Ibo, a community nearly silenced by European colonialism. In this unit, you will continue your exploration of culture by reading and studying Achebe’s novel. By immersing yourself in the culture and community of the Ibo people, you will analyze a complex community, the institutions that enable it to function, the conflicting roles of its members, and the way in which it is affected by political and social</p>	<p>1. How can an author use a work of fiction to make a statement about culture?</p> <p>2. How might the cultural fabric of a community be stretched or altered when it encounters new ideas and members?</p>	<p>Validity  Reliability  Plagiarism  Tragic Hero</p>	<ul style="list-style-type: none"> <li>• Intensive study of a novel of literary merit</li> <li>• Close textual analysis of a novel and academic writing, including literary analysis</li> <li>• Conduct research and evaluate and cite sources</li> <li>• Demonstrate proficiency in all aspects of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>change. Your opinions of the Ibo community's response to change may be positive, negative, or mixed; however, like millions of others who have read the novel, you may find that the characters and community of Things Fall Apart remain with you long after your study is complete.</p>				
<b>SpringBoard Activities</b>	<b>Content Focus (Learning Objective)</b>	<b>Focus Standard</b>	<b>Comments</b>	<b>Writing</b>
<p><b>Learning Focus:</b> Connecting to an Unfamiliar Community  3.1 Previewing the Unit  Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>analyze the skills and knowledge necessary for success in this unit</li> <li>activate prior knowledge and preview the unit's essential questions and academic vocabulary</li> </ul>			
<p>3.2 Palatable Proverbs and Fascinating Folk Tales  Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>activate prior knowledge and apply it to a new text</li> <li>understand the relationship between symbol and archetype</li> <li>make thematic connections among proverbs and folk tales</li> <li>consider Achebe's purpose for using proverbs and folk</li> </ul>			

<p>3.3 Introducing the Novel: Predictions and Pronunciations  <b>*Novel:</b> <i>Things Fall Apart</i>, by Chinua Achebe  Duration: 1 class period</p>	<p>tales</p> <ul style="list-style-type: none"> <li>• acquire word knowledge to extend and deepen understanding of a novel</li> <li>• make predictions based on text features</li> <li>• evaluate and select reading strategies for difficult text</li> <li>• connect a literary allusion to meaning in a novel</li> </ul>			
<p>3.4 Relevant Research: Putting Text in Context  Duration: 3 class periods</p>	<ul style="list-style-type: none"> <li>• generate questions and research answers in order to deepen understanding of the novel</li> <li>• identify, select, and cite research sources appropriately</li> <li>• use listening skills to comprehend new information</li> </ul>			
<p>3.5 Culture Wheel  Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>• recognize the components of culture that are significant to the setting and theme of the novel</li> <li>• present visual representations of key culture components integral to the novel</li> </ul>			

<p>3.6 In the Beginning Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze the protagonist of the novel</li> <li>• analyze a character by juxtaposing him with a foil</li> <li>• identify the father/son motif in the novel</li> </ul>			
<p>3.7 Charting Fears and Feelings Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• annotate text for making connections and interpretations</li> <li>• analyze how characterization advances plot</li> <li>• make inferences and draw conclusions about a character's motivation</li> </ul>			
<p>3.8 A Man of Prestige Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>• analyze the conflicts within the protagonist</li> <li>• visualize setting and create a representation</li> <li>• analyze the significance of setting</li> </ul>			
<p>3.9 Okonkwo's Family Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze the relationships between characters in the novel</li> <li>• analyze how character is revealed through relationships to other characters</li> </ul>			
<p>3.10 An Ibo Tableau</p>	<ul style="list-style-type: none"> <li>• analyze the roles and</li> </ul>			

Duration: 1 class period	relationships of characters in <i>Things Fall Apart</i>			
3.11 Understanding a Pivotal Chapter Duration: 2 class periods	<ul style="list-style-type: none"> <li>• apply appropriate reading strategies to better understand the novel</li> <li>• present the significance of a key character or event to a group in order to facilitate their connections</li> <li>• analyze why a chapter is pivotal to the novel's development</li> </ul>			
3.12 Character Responses Duration: 1 class period	<ul style="list-style-type: none"> <li>• analyze the relationships among characters and how those relationships advance the plot of a novel</li> <li>• analyze connections among motifs, character traits, character development, and plot to discover themes on multiple levels</li> </ul>			
<b>Embedded Assessment 1:</b> Researching and Reflecting on Community Duration: 2 class periods	<ul style="list-style-type: none"> <li>• work with a group</li> <li>• examine one aspect of tribal culture presented in <i>Things Fall Apart</i></li> </ul>			

	<ul style="list-style-type: none"> <li>• research the aspect's significance to the Ibo community</li> <li>• create a presentation that reflects your research and makes connections between your culture and that of the Ibo and explains what the novel reveals about Ibo beliefs, values, and practices</li> <li>• write a reflective essay that evaluates the effectiveness of your presentation in terms of encouraging cultural connections</li> </ul>			
<p><b>Learning Focus:</b> Analyzing a Literary Work</p> <p>3.13 A Matter of Civility</p> <p>Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• analyze the key ideas and themes of a novel</li> </ul>			
<p>3.14 Multiple Roles and Responses</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze the different roles that characters play in a narrative</li> <li>• analyze how diction, syntax, and voice convey tone</li> </ul>			
<p>3.15 Acts of Violence</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze how conflict affects plot development</li> <li>• use a topic outline to plan and organize an essay</li> </ul>		<ul style="list-style-type: none"> <li>• Have students create a tally sheet (quantitative research) which would require a cognizant observation of a 24-hour period of time in</li> </ul>	

			<p>which they will document violence observed/experienced</p> <ul style="list-style-type: none"> <li>• Heading of the tally sheet: Media (with additional breakdowns of television, video games, music, etc.), Hearsay, Personal</li> <li>• Discussion of the portrayal of violence in our culture as a follow-up/extension to students' findings</li> <li>•</li> </ul>	
<p>3.16 Gender Views in the Novel Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• identify gender attitudes in a text</li> <li>• make connections between two cultures' ideas about gender</li> </ul>			
<p>3.17 Is Okonkwo a Tragic Hero? Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• understand Aristotle's definition of tragic hero</li> <li>• apply the definition of tragic hero to a literary character</li> </ul>			
<p>3.18 Colliding Cultures Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>• analyze significant plot developments in the novel</li> <li>• analyze how authors use literary devices to illuminate and strengthen key ideas and themes</li> <li>• examine the motif of</li> </ul>			

	the father-son relationship			
3.19 Missionaries and Misunderstandings Duration: 2 class periods	<ul style="list-style-type: none"> <li>analyze how conflicts between characters advance plot</li> </ul>			
3.20 Culture Clash Duration: 1 class period	<ul style="list-style-type: none"> <li>compare cultures</li> <li>formulate questions that extend understanding of a complex text</li> <li>deepen understanding of the novel through engaging in a structured dialogue</li> </ul>			
3.21 Poetic Connections <b>Novel:</b> Excerpt from <i>Things Fall Apart</i> , by Chinua Achebe <b>Poetry:</b> "Prayer to the Masks," by Leopold Sedar Senghor <b>Poetry:</b> "The Second Coming," by William Butler Yeats Duration: 1 ½ class periods	<ul style="list-style-type: none"> <li>interpret and analyze relationships between texts with related themes</li> <li>generate a reflective commentary on the relationship between poetic texts and their significance to the theme of the novel</li> </ul>			
3.22 A Letter to the District Commissioner Duration: 1 class period	<ul style="list-style-type: none"> <li>analyze the perspectives of characters with differing situations and opinions</li> <li>examine the effects of the paternalism that the colonial culture imposes on the Ibo clan</li> <li>introduce dramatic</li> </ul>			

<p>3.23 The Author's Perspective  <b>Interview:</b> "An African Voice," by Katie Bacon  Duration: 1 class period</p>	<p>irony</p> <ul style="list-style-type: none"> <li>• make connections between an author's life and literary work</li> <li>• analyze an author's purposes for writing</li> </ul>			<ul style="list-style-type: none"> <li>• Informational/Persuasive Portfolio Piece</li> </ul>
<p><b>Embedded Assessment 2:</b>  Writing a Literary Analysis Essay  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• write an analytical essay about <i>Things Fall Apart</i> that examines a character's response to the cultural collision caused by the introduction of Western ideas into the Ibo culture</li> <li>• analyze how the collision challenges the character's sense of identity</li> <li>• explain how his response shapes the meaning of the work as a whole</li> </ul>			
<p><b>Unit Reflection</b>  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• monitor comprehension and growth through a reflective process</li> <li>• synthesize understanding of individual reading and writing processes and strategies</li> <li>• self-assess mastery of key concepts and terms</li> </ul>			<p>Suggested: Writing Workshop 8 (this will add a week)</p>

<b>SpringBoard Online Unit Three Assessment</b> Duration: 1 class period				
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>		<b>Teacher Reflection</b>	
SpringBoard Online Writing Workshop 10: Research SpringBoard Online Writing Workshop 9: Response to Literary and Expository Text SpringBoard Portfolio	<i>SpringBoard Grammar and Usage Handbook</i> SpringBoard Literature Circles: Independent Reading – Focus: Novels that are related to the thematic concept of interactions between different cultural groups and the impact of the interactions on the groups			

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**ELA SpringBoard Curriculum Map**  
**Duration: 34 Days/ 23 Days**  
**Level 5, Unit 4: Justice**

Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness	
<p>Everyone must deal with issues of justice. What is a fair consequence for breaking a rule in class? Do students have freedom of speech in school? Should the principal be allowed to search lockers randomly? You have examined culture through many lenses. You can define a culture by its beliefs about what is right and wrong—its sense of justice. Different cultures may have different standards and methods for arriving at justice, but every society has to ask the questions about what is right and fair. Unit 4 presents nonfiction, drama, and art from around the world and across time that ask the key question: What is justice?</p>	<p>1. What is the nature of justice?</p> <p>2. How does one construct a persuasive argument?</p>	<p>Justice Chorus</p>	<ul style="list-style-type: none"> <li>• Engage in close reading to analyze a variety of genres</li> <li>• Apply a theory to texts and situations involving justice and make connections among them</li> <li>• Make connections between reading and writing argumentative texts, identify and explain the author’s use of rhetorical strategies, including persuasive appeals and techniques. Students emulate the texts they have studied, both ancient and contemporary.</li> <li>• Develop a cohesive group, collaborate on a piece of writing and a performance, assess their own speaking and listening skills, and set goals</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

			<ul style="list-style-type: none"> <li>Analyze the ways that social, cultural, geographical, and historical contexts of texts impact a reader's interpretation of text</li> </ul>	
SpringBoard Activities	Content Focus (Learning Objective)	Focus Standard	Comments	Writing
<p><b>Learning Focus:</b> What Can You Do?</p> <p>4.1 Previewing the Unit Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>analyze the skills and knowledge necessary for success in this unit</li> <li>activate prior knowledge and preview the unit's essential questions and academic vocabulary</li> </ul>			
<p>4.2 Justice in <i>Romeo and Juliet</i> <b>Drama:</b> Excerpt from <i>The Tragedy of Romeo and Juliet</i>, by William Shakespeare Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>analyze a universal theme across time</li> <li>make inferences with textual support</li> </ul>			
<p>4.3 What Is Justice? Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>activate and build on prior knowledge</li> <li>explore the meaning of justice and how to apply it to one's own life</li> <li>determine meanings of related words using roots and affixes</li> </ul>			
<p>4.4 Justice and Culture <b>Editorial:</b> "Time to Assert American Values" <b>Article:</b> "Rough Justice," by Alejandro Reyes</p>	<ul style="list-style-type: none"> <li>analyze an issue of justice</li> <li>examine the relationship between justice and culture</li> </ul>			

<p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• identify author's purpose and analyze how an author uses reasoning and evidence to persuade</li> <li>• identify diction that shows bias in editorial writing</li> </ul>			
<p>4.5 International Justice  <b>Proclamation:</b> Declaration of the Rights of the Child  <b>Speech:</b> President Mandela's Statement on International Children's Day, by Nelson Mandela  <b>Essay:</b> "School's Out for Summer," by Anna Quindlen  Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>• identify ways in which justice can go beyond cultures</li> <li>• identify an author's purpose and analyze the argument presented</li> <li>• identify an issue of injustice and connect it to the students' community or state</li> </ul>			
<p>4.6 Arguing for Justice  <b>Drama:</b> Excerpt from <i>The Tragedy of Julius Caesar</i>, Act III, Scene 2, by William Shakespeare  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• examine the communication process</li> <li>• evaluate and critique the persuasive techniques of media messages and a dramatic text</li> <li>• apply understanding of rhetorical devices such as persuasive appeals</li> <li>• identify distinctive features of drama</li> </ul>			
<p>4.7 Legal Justice  <b>Article:</b> "An Immodest Idea," by Anna Mulrine  <b>Editorial:</b> "Comment," by Pat Lancaster</p>	<ul style="list-style-type: none"> <li>• identify issues of injustice</li> <li>• identify author's purpose and analyze</li> </ul>			

<p><b>Article:</b> “Germany Divided Over Hijab,” by Andreas Tzortzis  <b>Article:</b> “An Unfair Dress Code?”  <b>Testimony:</b> “Religious Expression,” by Nashala Hearn  Duration: 1 ¾ class periods</p>	<p>argument</p> <ul style="list-style-type: none"> <li>• identify distinctive features of genres and how authors use them to convey specific effects</li> </ul>			
<p>4.8 Civil Disobedience  <b>Speech:</b> Excerpt from “On Civil Disobedience,” by Mohandas K. Gandhi  <b>Letter:</b> Excerpt from “Letter from Birmingham Jail,” by Dr. Martin Luther King, Jr.  Duration: 1 ¾ class periods</p>	<ul style="list-style-type: none"> <li>• identify the author’s purpose and analyze the argument presented</li> <li>• analyze and evaluate organization of ideas</li> <li>• analyze the use of allusion</li> </ul>			
<p>4.9 Justice and Moral Reasoning  <b>Informational Text:</b> “Kohlberg’s Six Stages of Moral Reasoning”  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• examine ways that justice can be viewed through individual actions and moral choices</li> <li>• analyze a key concept, such as moral reasoning, as it applies to multiple texts</li> </ul>			
<p>4.10 Conflicts in Justice  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• generate relevant questions in order to clarify and understand a speaker’s message</li> <li>• participate in a discussion taking into account prior knowledge, beliefs and experiences of the group</li> <li>• practice effective interpersonal communication skills</li> </ul>			

	in formal discussion context			
<p>4.11 Depicting Justice</p> <p><b>Essay:</b> “One Word of Truth Outweighs the World,” by Alexandr Solzhenitsyn</p> <p><b>*Art:</b> <i>Guernica</i>, by Pablo Picasso</p> <p><b>Article:</b> “Guernica: Testimony of War”</p> <p><b>*Photo Essay:</b> “Children Behind Bars,” by Steve Liss (or other photo essay)</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• understand how artworks may serve as vehicles for social protest</li> <li>• describe how meanings are communicated through production elements</li> <li>• investigate the source of a media production</li> <li>• identify issues of injustice</li> </ul>			
<p>4.12 “Get Up, Stand Up”: Protest Music</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• identify an issue of injustice</li> <li>• investigate the source of a media production</li> <li>• infer intended audience and analyze how a production appeals to that audience</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Persuasive Portfolio Piece</b></li> </ul>
<p><b>Embedded Assessment 1:</b></p> <p>Composing a Persuasive Text</p> <p>Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>• compose a persuasive text about an issue of justice that is important to you</li> <li>• choose an appropriate audience and genre for your argument</li> <li>• take the text through all the stages of the writing process</li> </ul>			

<p><b>Learning Focus:</b> From Ancient Beliefs to Our Own  4.13 How Do You Feel?  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• apply the concept of justice to a new text</li> <li>• infer motives of character and predict events of plot</li> <li>• choose reading strategies for difficult text</li> </ul>			
<p>4.14 Meet the Cadmus Family  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• plan and deliver a presentation that contextualizes a drama</li> <li>• clarify and identify characters and their relationships</li> <li>• examine performance elements of Greek tragedy</li> </ul>			
<p>4.15 Charting the Action  <b>Drama:</b> <i>Antigone</i>, by Sophocles  Duration: 3 class periods</p>	<ul style="list-style-type: none"> <li>• identify multiple meanings of chorus</li> <li>• identify and apply elements of Greek theater in the opening scenes of <i>Antigone</i></li> <li>• analyze character</li> <li>• recognize themes within the text</li> <li>• trace the action of the play</li> <li>• visualize a section of the play</li> </ul>			
<p>4.16 <i>Antigone</i> in the Amphitheater  Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>• identify distinctive features of Greek drama</li> <li>• visualize production elements of Greek</li> </ul>			

	drama			
4.17 Creon's Changing Character <b>Nonfiction:</b> Excerpt from <i>Making Comics</i> , by Scott McCloud Duration: 1 class period	<ul style="list-style-type: none"> <li>analyze and evaluate a major character's development</li> <li>create masks, an element of ancient Greek theater, that convey a variety of emotions</li> </ul>			
4.18 Two Sides of the Coin Duration: 2 ½ class periods	<ul style="list-style-type: none"> <li>apply understanding of persuasive appeals</li> <li>apply a theme across texts based in various cultures</li> </ul>			
4.19 Applying Kohlberg to <i>Antigone</i> Duration: 1 class period	<ul style="list-style-type: none"> <li>apply Kohlberg's levels of moral development to a complex text and character</li> <li>make an abstract concept concrete through a tableau</li> </ul>			
4.20 Collaborative Chorus Duration: 1 ½ class periods	<ul style="list-style-type: none"> <li>analyze and emulate the function of the Chorus in a Greek tragedy</li> <li>identify beliefs about love and issues of justice in the play</li> <li>relate issues to contemporary beliefs</li> <li>analyze literary elements</li> </ul>			
<b><u>Embedded Assessment 2:</u></b> Creating a Living Tableau Duration: 4 class periods	<ul style="list-style-type: none"> <li>create a living tableau that presents an issue of justice</li> </ul>			

	<ul style="list-style-type: none"> <li>• work within a group</li> <li>• incorporate lines from <i>Antigone</i> and an original choral ode</li> <li>• use tableau to reflect understanding of the beliefs about justice reflected in <i>Antigone</i> and beliefs about justice reflected in own culture</li> </ul>			
<b>Unit Reflection</b> Duration: ½ class period	<ul style="list-style-type: none"> <li>• monitor comprehension and growth through a reflective process</li> <li>• synthesize understanding of individual reading and writing processes and strategies</li> <li>• self-assess mastery of key concepts and terms</li> </ul>			
<b>SpringBoard Online Unit Four Assessment</b> Duration: 1 class period				
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>		<b>Teacher Reflection</b>	
SpringBoard Online Writing Workshop 1: The Writing Process SpringBoard Online Writing Workshop 5: Script Writing SpringBoard Portfolio	<i>SpringBoard Grammar and Usage Handbook</i> SpringBoard Literature Circles: Independent Reading – Focus: Plays, novels, nonfiction books, or collection of essays that explore the nature of justice			



**ELA SpringBoard Curriculum Map**  
**Duration: 31 Days/ 21 Days**  
**Level 5, Unit 5: Building Cultural Bridges**

Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness	
<p>In previous units, you have learned that literature can bring together people from different cultures. Yet one viewing of the nightly news proves that cultural harmony is far from a reality. Cultural clashes continue to afflict the world, and conflicts over environmental resources are increasingly a source of such conflicts. In this unit, you will examine one issue in depth: global warming, or climate change, and its causes and its effects. You will study this issue with two purposes in mind: one, to understand the issue and the conflicts to which it contributes; and two, as a basis for a research project that you will present to your classmates. The project is a culmination of</p>	<p>1. How do cultural differences contribute to conflicts over environmental issues?</p> <p>2. What is the value of self-reflection in preparing for one's future?</p>	<p>Documentary Film            Objectivity            Subjectivity</p>	<ul style="list-style-type: none"> <li>Analyze print and nonprint nonfiction media as complex rhetorical texts</li> <li>Evaluate the purpose and legitimacy of sources</li> <li>Analyze and critique texts for rhetoric and argumentation</li> <li>Synthesize sources in support of a sustained argument based on readings and research</li> </ul>	<ul style="list-style-type: none"> <li>Honors/Accelerated track courses must complete through Unit 5</li> </ul>

everything that you have learned, so your final assessment in this level will be a self-evaluation of your current academic abilities—and a plan for how to continue to improve them in the years to come.				
SpringBoard Activities	Content Focus (Learning Objective)	Focus Standard	Comments	Writing
<p><b>Learning Focus:</b> Solving the World's Problems</p> <p>5.1 Previewing the Unit</p> <p>Duration: ½ class period</p>	<ul style="list-style-type: none"> <li>analyze the skills and knowledge necessary for success in this unit</li> <li>activate prior knowledge and preview the unit's essential questions and academic vocabulary</li> </ul>			
<p>5.2 The Call to Act</p> <p><b>Song:</b> "I Need to Wake Up," by Melissa Etheridge</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>analyze the influence of context on a song and a visual text</li> <li>analyze the elements of nonfiction film texts</li> <li>activate prior knowledge regarding the global warming issue</li> </ul>			
<p>5.3 Reel or Real?</p> <p><b>*Film:</b> <i>The Day After Tomorrow</i>, directed by Roland Emmerich</p> <p><b>*Online Video:</b> "Global Warming 101," by National Geographic</p> <p>Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>activate prior knowledge of film terminology</li> <li>contrast fiction and nonfiction film genres</li> </ul>			
5.4 That's Just the Way It Is	<ul style="list-style-type: none"> <li>differentiate between</li> </ul>			

<p><b>*Film:</b> <i>Life in the Freezer: The Big Freeze</i>, directed by Alastair Fothergill  <b>*Film:</b> <i>March of the Penguins</i>, directed by Luc Jacquet  Duration: 1 ½ class periods</p>	<p>objective and subjective points of view</p> <ul style="list-style-type: none"> <li>• close read nonfiction film clips for visual, textual, and audio elements and editing</li> <li>• examine the level of subjectivity in nonfiction film texts</li> </ul>			
<p>5.5 Previewing <i>The 11<sup>th</sup> Hour</i>  <b>*Film:</b> <i>The 11<sup>th</sup> Hour</i>, directed by Nadia Connors and Leila Connors Petersen  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>• closely read nonfiction film clips for visual, textual, audio elements and editing</li> <li>• analyze how a nonfiction text establishes the ethos of a speaker</li> <li>• understand basic elements of a film's structure and point of view</li> </ul>			
<p>5.6 The Nature of the Problem  Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>• analyze and evaluate links between evidence and causal claims</li> <li>• analyze the use of rhetorical appeals by a speaker</li> </ul>			
<p>5.7 A Convergence of Crises  Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>• use the feedback of peers to revise a summary</li> <li>• develop speaking and listening skills</li> <li>• analyze the impact of</li> </ul>			

	claims on a speaker's credibility			
5.8 The Task of Our Generation Duration: 1 ½ class periods	<ul style="list-style-type: none"> <li>analyze how directors craft film text to achieve intended effects</li> <li>analyze how representations of contrasting points of view affect credibility</li> <li>actively question the text</li> <li>analyze the use of different appeals in a film</li> </ul>			
5.9 Whose Truth is True? <b>Interview:</b> "DiCaprio Sheds Light on 11 <sup>th</sup> Hour," by Scott Roxborough <b>Speech:</b> "Inhofe slams DiCaprio and Laurie David for scaring kids in two-hour Senate speech debunking climate fears," posted by Marc Morano <b>Article:</b> "Global Warming: No Urgent Danger; No Quick Fix," by Patrick J. Michaels <b>Article:</b> "Jeremy Clarkson and Michael O'Leary Won't Listen to Green Cliches and Complaints about Polar Bears," by George Marshall Duration: 1 ½ class periods	<ul style="list-style-type: none"> <li>analyze how cultural values contribute to cultural conflicts</li> <li>examine how refutation through attacks on another's claims supports a position</li> <li>evaluate texts for rhetorical appeals</li> </ul>			
5.10 Why Do Reasonable People Disagree? <b>Declaration:</b> Excerpt from <i>United Nations Millennium Declaration</i> Duration: 1 ½ class periods	<ul style="list-style-type: none"> <li>activate prior knowledge regarding culture</li> <li>examine how culture and values are inherently linked</li> </ul>			

	<ul style="list-style-type: none"> <li>analyze a model of a cross-cultural agreement</li> </ul>			
<p>5.11 Exploring One Conflict Together  <b>Article:</b> "A Roaring Battle Over Sea Lions," by Bill Hewitt  Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>identify and analyze stakeholder positions in a controversy</li> <li>begin the process of policy proposal writing</li> <li>evaluate writers and articles as supporting evidence for position papers</li> </ul>			
<p>5.12 A World of Conflicts  Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>activate prior knowledge regarding environmental conflicts</li> <li>identify and evaluate topics for the group project</li> <li>identify groups who are part of a cultural clash</li> </ul>			
<p>5.13 What's at Stake?  <b>Article:</b> "Stay of Execution for Sea Lions at Bonneville Dam," by the Humane Society of the United States  Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>evaluate Web sites and articles as supporting evidence</li> <li>analyze how evidence is used to support or refute a causal claim</li> <li>identify and evaluate possible solutions to a conflict</li> </ul>			
<p>5.14 Creating and Delivering a Position Paper  Duration: 2 class periods</p>	<ul style="list-style-type: none"> <li>articulate a position in a persuasive argument</li> <li>plan and organize an</li> </ul>			

	<p>effective speech</p> <ul style="list-style-type: none"> <li>incorporate citations into the body of a speech</li> </ul>			
<p><b>Embedded Assessment 1:</b> Presenting a Solution to an Environmental Conflict Duration: 3 class periods</p>	<ul style="list-style-type: none"> <li>work with others to present a solution to an environmental conflict that has intercultural or international implications</li> <li>deliver an interactive presentation in a medium of choice that contextualizes the conflict for classmates and justifies the group's approach to resolving it</li> <li>take the presentation through all the stages of the writing process</li> </ul>			
<p><b>Learning Focus:</b> Setting the Stage for Growth 5.15 Mapping Expectations Duration: 1 ½ class periods</p>	<ul style="list-style-type: none"> <li>reflect on the year's work</li> <li>learn standards for college readiness</li> <li>assume accountability for academic growth</li> </ul>			
<p>5.16 Reading the Signs Duration: 1 class period</p>	<ul style="list-style-type: none"> <li>reflect on progress in the standards throughout the school year</li> <li>assess areas to target for future growth</li> <li>draft paragraphs making connections</li> </ul>			

	between standards and achieving learning goals			
5.17 Off to See the Wizard Duration: ½ class period	<ul style="list-style-type: none"> <li>• craft questions to use for a specific rhetorical purpose</li> <li>• clarify and emphasize school-to-career connections</li> <li>• interview a mentor for Embedded Assessment 2</li> </ul>			
5.18 Plotting My Course Duration: 1 class period	<ul style="list-style-type: none"> <li>• create an action plan</li> <li>• assess completed work for evidence of growth and to set future goals</li> </ul>			
<b>Embedded Assessment 2:</b> Presenting My Portfolio Duration: 2 class periods	<ul style="list-style-type: none"> <li>• craft a “Dear Reader” letter that reflects on your growth as a student</li> <li>• identify areas to target for future growth</li> <li>• explain plan to address those areas in the future</li> </ul>			
<b>Unit Reflection</b> Duration: ½ class period	<ul style="list-style-type: none"> <li>• monitor comprehension and growth through a reflective process</li> <li>• synthesize understanding of individual reading and writing processes and strategies</li> </ul>			

	<ul style="list-style-type: none"> <li>• self-assess mastery of key concepts and terms</li> </ul>			
<b>SpringBoard Online Unit Five Assessment</b> Duration: 1 class period				
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>		<b>Teacher Reflection</b>	
SpringBoard Online Writing Workshop 10: Research SpringBoard Online Writing Workshop 6: Expository Writing SpringBoard Portfolio	<i>SpringBoard Grammar and Usage Handbook</i> SpringBoard Literature Circles: Independent Reading – Focus: Articles, additional documentaries, autobiographies, or texts about environmental issues			