

Course/Grade Level: Sophomore English

Week: 1 (Sem 1)

Unit: Latin American Literature – Informational Texts (English Profanities, Solitude of Latin America)

Evidence of Learning/Assessments:

Formative: short essay, pretests, fact finding on Cuba and communism, prediction

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	I can produce and submit a short essay.	It will be based on character words that will be a part of our dialogue throughout the year (displayed on the wall). Focusing on the character words on the wall, students will choose three of them and explain how each word reflects their own attitude. Focusing on a Growth Mindset, students will explain an event or person that has shaped their life.
RL & RI-10 Read and comprehend literature including informational text and drama	I can show my current knowledge of semester one content.	Pretest for semester exam. Pretest for POW.
RI-8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	I can research and evaluate facts about communist Cuba and the impact it would have on our author..	Students will use their ipads to search for facts about Cuba. With a partner, they will list what they consider to be the 10 most important facts about Cuba. Then they will expand this informational search to Guillermo Cabrera Infante.

Key Vocabulary

Communism	Dictatorship	*Expedient	
Pseudonym	Devious	*Aspire	

Course/Grade Level: Sophomore English

Week: 2 (sem 1)

Unit: Latin American Literature – Informational Texts (English Profanities / Solitude of Latin America)

Evidence of Learning/Assessments:
Formative: marking the text, vocabulary challenge
Summative: connection essay

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	I can analyze how Infante unfolds the events of his arrest.	Students will begin reading English Profanities. After I model how to mark the text, they will continue to do so as they read through it.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can write clearly regarding my connection to our author.	Students will connect their life to that of the author’s experience and clearly explain their reaction to Infante’s experience. They will then write a formal reaction to this account.

Course/Grade Level: Sophomore English

Week: 3 (sem 2)

Unit: Latin American Literature – The Mexican Revolution

Evidence of Learning/Assessments:

Formative: writing analysis of Marquez, notes on Pancho Villa

Summative: essay on rebellion

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	I can determine the author’s point of view and purpose.	Students will begin reading and analyzing Marquez’s Solitude of Latin America. With a partner, they will write ½ page telling what his purpose is and quoting from the text the parts that support their thoughts. Or a drawing?
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	I can produce clear writing regarding rebellion in our world.	Analyze “rebellion” at different levels: personal, within family, local, national, world, throughout history. Write: What type of rebellion is the most destructive and why?

Key Vocabulary

desperation	dystopia	*Solidarity
rebellion	utopia	*Fortitude

Course/Grade Level: Sophomore English

Week: 4 (sem 1)

Unit:
Latin American Literature – Mexican Revolution

Evidence of Learning/Assessments

Formative: analysis of impact; pretest on the novel, venn diagram

Summative: test on informational texts; analysis of historical content; quiz on assigned novel pages

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-10 Read/comprehend nonfiction.	I can prove my comprehension of our literature.	Test on these first two informational documents.
RL-6 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI-1 Cite strong and thorough textual evidence to support analysis	I can analyze the information that is found online. I can cite evidence from the text to support my writing.	Students will research the Mexican Revolution and create a comparison (mode of choice) that has factual information and events from the movie in order to determine accuracy. **REGULAR** Students will analyze the accuracy of the movie based on their research with support from their research.
RI-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	I can analyze a video for historical information.	**REGULAR** Students will watch the movie “And Pancho Villa as Himself” and begin to determine the actual truth of the movie – will make a list as we progress through the video.
RL-3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with	I can analyze the characters in the novel.	**ADVANCED** Students will use technology to perform a pretest. They will then begin reading the text of “The Underdogs.”

other characters, and advance the plot or develop the theme.		
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Course/Grade Level: Sophomore English	Week: 5 (sem 1)
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Unit: Latin American Literature – The Underdogs	Evidence of Learning/Assessments Formative: true/false predictions, movie star connection Summative: word splash, written connection, various quizzes
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-6 Delineate and evaluate the argument and specific claims in a text, assessing the validity of the reasoning	I can analyze the information that is found online.	**REGULAR** Students will continue to research and create a comparison of factual information from the movie to determine accuracy.
RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can cite evidence from the text.	**REGULAR** Using true/false statements, students will make predictions about the text. Using excerpts from the text, students will provide evidence to support their thinking.
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, etc.	I can analyze the characters in the novel.	Students will find pictures that best match the characters and add descriptions of why **ADVANCED** -Students will create a word splash to portray a specific portion of the text
W-3 Write narratives to develop real or imagined experiences or events using effective technique	I can create writing that will reflect the text	**ADVANCED** Using the format provided, students will create a writing that connects the events of the novel to an inanimate object.

Key Vocabulary

Exploitation	Intrigue	*Dynamic
Radical	Regime	*Indomitable

Course/Grade Level: Sophomore English	Week: 6 (sem 1)
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Unit: Latin American Literature – The Underdogs	Evidence of Learning/Assessments Formative: one-page reflection, Cornell notes, historical images Summative: unit assessment
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can write a reflection using evidence from our text.	Students will write a one-page reflection OR Cornell Notes.
RL-6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can analyze a cultural experience reflected in images.	**ADVANCED** Students will view historical images of the Mexican Revolution and connect them to the text that we have been studying.
RL-10 Read and comprehend literature, including stories, dramas, and poems.	I can reflect my understanding of the Mexican Revolution based on informational readings and literature.	Students will take the unit assessment.

Course/Grade Level: Sophomore English	Week: 7 (sem 1)
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Unit: Latin American Literature – The Impostor	Evidence of Learning/Assessments: Formative: written responses, class discussion
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	I can write an explanation of people’s attitudes toward our leaders.	Students will write a one-page response to the question: Do we as a people respect our leaders, both past and present? Explain in detail with examples. I will then tie this into the Mexican Revolution and what we have learned to this point.
RL-2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	I can determine examples of an important theme in The Impostor.	As we read through the play, students will create a list of events and quotations that reveal an important theme by one of the characters.
RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can cite strong textual evidence to support my analysis.	Students will respond to key issues in the text: honesty, identity, etc. by writing an analysis of the play to this point – using specific examples from the text.

Key Vocabulary

Genuine	Hypocrite	Impostor	Rational	*Demagogue	*Vicarously
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Course/Grade Level: Sophomore English	Week: 8 (sem 1)
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Unit: Latin American Literature – The Impostor	Evidence of Learning/Assessments: Formative: list from play, hooks/introductions
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	I can determine examples of an important theme in The Impostor.	As we read through the play, students will create a list of events and quotations that reveal an important theme by one of the characters.
W-2 Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.	I can write an awesome hook and introduction.	Using the hook packet as inspiration, students will develop three different hooks for the essay we will be writing. They will share with a partner, making any changes/ improvements deemed desirable. We will then move on to the rest of the introduction: the transition and thesis statement.

Course/Grade Level: Sophomore English

Week: 9 (sem 1)

Unit:
Latin American Literature – Magical Realism

Evidence of Learning/Assessments
Formative: first draft of essay, examples of magical realism

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-2 Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.	I can write an essay on a theme in our literature.	Students will write their first major essay focusing on the theme of their choice.
RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	I can cite strong textual evidence to support my stand.	Students will quote from the literature in their essays.
RL-7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	I can analyze two pieces of literature for magical realism.	We will begin watching the you tube video El Accordeon del Diablo to introduce magical realism in preparation for Marquez’s No One Writes to the Colonel.

Key Vocabulary

Magical Realism	Bleak	Imminent	Paradox	*Elite	*Duplicity
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Course/Grade Level: Sophomore English	Week: 10 (sem 1)
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Unit: Latin American Literature – Magical Realism – El Accordeon and No One Writes to the Colonel	Evidence of Learning/Assessments: Formative: responses to various prompts on magical realism, rough drafts
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-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.	I can revise my essay to improve it.	Students will revise the first draft of their essay.
RL-7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	I can analyze two pieces of literature for magical realism.	We will continue watching El Accordeon del Diablo and reading No One Writes to the Colonel while looking for examples of magical realism.

Course/Grade Level: Sophomore English

Week: 11 (Sem 1)

Unit:
Latin American Literature – Magical Realism – El
Accordeon and No One Writes to the Colonel

Evidence of Learning/Assessments
Formative: connection to story and video of magical realism
Summative: Final draft of essay

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	I can analyze two pieces of literature for magical realism.	We will continue watching El Accordeon del Diablo and reading No One Writes to the Colonel while looking for examples of magical realism.

Key Vocabulary

Apartheid	Corruption	*Capitulate
Impede	Reproach	*Venerable

Course/Grade Level: Sophomore English

Week: 12 (Sem 1)

Unit:
Latin American Literature – Magical Realism – El
Accordeon and No One Writes to the Colonel

Evidence of Learning/Assessments:
Formative: analysis of pictures/graphs, analysis of examples of magical realism
Summative: unit test on magical realism

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	I can analyze two pieces of literature for magical realism.	We will continue watching El Accordeon del Diablo and reading No One Writes to the Colonel while looking for examples of magical realism.
RL-10 Read and comprehend literature, including stories, dramas, and poems.	I can reflect my understanding of magical realism based on informational readings and literature.	Unit test of magical realism.
RI-8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	I can evaluate information regarding apartheid.	Students will be reading and evaluating informational readings on apartheid in South Africa by looking at various pictures and charts placed around the room in stations.

Course/Grade Level: Sophomore English	Week: 13 (Sem 1)
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Unit: African Literature – Cry, the Beloved Country/ Long Walk to Freedom	Evidence of Learning/Assessments Formative: tic tac toe, drawing of images Summative: one-sentence summary, quizzes on reading
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RI-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	I can evaluate information regarding Nelson Mandela/apartheid.	Students will be reading and evaluating an informational reading on Nelson Mandela’s life. They will write a one sentence summary for each paragraph.
RI-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	I can explain a variety of facts from our readings.	Students will do a tic tac toe activity using the following words: apartheid, tribal land, shantytowns, gold mines, hopelessness, Nelson Mandela, protests, infant mortality rate, land allocation, Johannesburg, doctors.
<i>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	<i>I can provide a visual representation using evidence from the text.</i>	<i>Students will draw the images that are described in the first chapter of our novel. These paragraphs clearly show the difference between land owned by whites and land owned by blacks. *Advanced*</i>
<i>RL-6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S.</i>	<i>I can recognize the different cultural experience.</i>	<i>Students will begin reading Cry, the Beloved Country which reveals specific attitudes of South Africans during this difficult time period. *Advanced*</i>

Key Vocabulary

Beset	Desolate	Deteriorate	Forthcoming	*Constraint	*Implicate
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Course/Grade Level: Sophomore English

Week: 14 (Sem 1)

Unit:
African Literature – Cry, the Beloved Country/
Long Walk to Freedom

Evidence of Learning/Assessments
Formative: family tree, 3-sentence connection
Summative: connection between medias, quizzes

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze characters and their impact in our novel.	Students will create a “family tree” (character relationships) of all the characters in the novel.
RL-6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can connect the attitudes and actions of apartheid to the novel.	With a partner, students will make a 3-sentence connection that shows the connection of the events in the novel to facts of apartheid.
RL-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	I can compare the novel to its inspired video.	Students will watch a part of <i>Long Walk to Freedom</i> and compare a portion of the novel to it.
<i>RL-6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S.</i>	<i>I can recognize the different cultural experience.</i>	<i>Students will begin reading Cry, the Beloved Country which reveals specific attitudes of South Africans during this difficult time period. *Advanced*</i>

Course/Grade Level: Sophomore English

Week: 15 (Sem 1)

Unit:
African Literature – Cry, the Beloved Country/
Long Walk to Freedom

Evidence of Learning/Assessments
Formative: supporting from text, comparing media
Summative: examples of fear, various quizzes, apartheid letter

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/inferentially	I can prove specific statements with support from the text.	Students will find specific support for their choice of statements that I will provide.
RL-7 Analyze the representation of a subject or key scene in two different artistic mediums	I can compare the novel to its inspired video.	Students will watch a portion of the video to analyze its accuracy.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can write a letter describing my opinions and thoughts about apartheid.	Students will write a letter to the President of South Africa while apartheid was still legal. They will explain their position on apartheid and why they think things should change.
<i>RL-6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S.</i>	<i>I can recognize the different cultural experience.</i>	<i>Students will continue reading Cry, the Beloved Country regarding attitudes of South Africans during this difficult time period. *Advanced*</i>

Key Vocabulary

Bereaved	Dilemma	*Havoc
Opposition	Solitary	*Ponder

Course/Grade Level: Sophomore English

Week: 16 (Sem 1)

Unit:
African Literature – Cry, the Beloved Country/
Long Walk to Freedom

Evidence of Learning/Assessments
Formative: comparative list
Summative: analysis of author choices, apartheid essay

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S.	I can identify the fear in this society.	With a partner, students will list the examples of fear in the text to this point.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can clearly express the important aspects of apartheid in the movie/novel.	Students will write an essay from the perspective of an African living during apartheid.
<i>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>	<i>I can cite evidence that connects the events and attitudes in the novel to historical apartheid.</i>	<i>Students will update their list of apartheid-specific portions of the text. *Advanced*</i>
<i>RL-5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</i>	<i>I can analyze the author’s choices by contrasting the beginnings of the two portions of the novel which clearly show apartheid.</i>	<i>With a partner, students will list the differences between these two portions of the novel and determine why the author presented it this way. *Advanced*</i>

Course/Grade Level: Sophomore English	Week: 17 (Sem 1)
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Unit: African Literature – Cry, the Beloved Country/ Long Walk to Freedom	Evidence of Learning/Assessments: Formative: discussion of author’s purpose Summative: essay, unit test
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-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.	I can edit my rough draft.	Students will write an essay from the perspective of an African living during apartheid.
RL-10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems.	I can reflect my understanding of apartheid based on informational readings and literature.	Unit test.

Course/Grade Level: Sophomore English	Week: 18 (Sem 1)
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Unit: African Literature – Cry, the Beloved Country/ Long Walk to Freedom	Evidence of Learning/Assessments Summative: formal essay, comparison chart
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-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.	I can edit my rough draft.	Students will produce the final draft of their essay.
RL & RI-10 Read and comprehend literature including informational text and drama	I can show my understanding of Semester One Content.	Students will create a keynote with images to represent the texts we have read this semester.
RI-7 Analyze the representation of a subject in two different artistic mediums	I can reflect my understanding of apartheid based on literature and movie	Students will watch the Nelson Mandela movie Long Walk to Freedom to connect his life story to our novel.