

2021-2022, Multicultural Minds

Multicultural Minds is a one semester survey course designed to facilitate student exploration of contemporary literature written by global authors. Students will use an analytical focus to deepen their ability to critically view multicultural literature; express themselves argumentatively and narratively through writing; and take part in discussions that explore their current cultural understanding, as well as expand those understandings toward a broader worldview.

Each unit of the Scope & Sequence will feature:

- **Unit Topics and Anchor Texts** --The topics and anchor texts frame all thematic unit activities and discussions.
- **Additional Optional Texts**--The additional optional texts extend the anchor texts and extend discussion of the thematic units.
- **Focus and Power Standards**--These 11th and 12th grade ELA standards guide the course activities and discussions.
- **Common Formative Assessments**—The CFAs are designed to reflect a student’s growing understanding of literature and how it relates to the world.

Unit 1: *Introduction to Culture and Humanity*

Pacing: 3-4 weeks

Unit 2: *Difficult Choices*

Pacing: 3-4 weeks

Unit 3: *Breaking the Rules*

Pacing: 3-4 weeks

Unit 4: *Student-Led Choice Unit*

Pacing: 3-4 weeks

Unit 5: *“Dear Dreamer...”*

Pacing: 1-2 weeks

Power Standards	Unit 1 Anchor Texts	Unit 1 Additional Optional Texts	Unit 1 Common Formative Assessment
<p><u>Reading (Literature):</u> 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text of texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p>	<ol style="list-style-type: none"> 1. Excerpt from “Who does literature humanize?” by Christopher Soto 2. Excerpt from “Let’s not be divided…” by Trevor Noah 3. Ted Talk: “The Danger of a Single Story” by Chimamanda Ngozi Adichie 	<ol style="list-style-type: none"> 1. Ted Talk: “Why I Have Coffee with the People Who Send Me Hate Mail” by Özlem Cecik 2. Excerpt from “An Era Defined by Fear” by David Brooks 	<ol style="list-style-type: none"> 1. Body Poster Project
	<p style="text-align: center;">Unit 2 Anchor Texts</p>	<p style="text-align: center;">Unit 2 Additional Optional Texts</p>	<p style="text-align: center;">Unit 2 Common Formative Assessments</p>
<p>11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p> <p>11-12.RL.CS.6 Analyze how point of view and/or author’s purpose requires distinguishing what is directly stated in texts and what is implied.</p>	<ol style="list-style-type: none"> 1. “Why I Wrote Persepolis” (article) by Marjane Satrapi 2. <i>Persepolis</i> by Marjane Satrapi 3. <i>Persepolis</i> movie (Part I only) 	<ol style="list-style-type: none"> 1. “A Quilt of a Country” by Anna Quindlin 2. Excerpt from “Homecoming King” by Hasan Minhaj 	<ol style="list-style-type: none"> 1. Duality Poster 2. Research Project / Presentation

<p>11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</p> <p>Reading (Informational Text): 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p>		<ol style="list-style-type: none"> 3. Supplemental 9/11 articles/videos when course falls within that time 4. “The F Word” by Firoozah Dumas 5. “For Teenager, Hijab a Sign of Freedom, not Stricture” from the Chicago Tribune 	
<p>11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</p>	<p>Unit 3 Anchor Texts</p>	<p>Unit 3 Additional Optional Texts</p>	<p>Unit 3 Common Formative Assessments</p>
<p>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p>	<ol style="list-style-type: none"> 1. <i>Long Way Down</i> by Jason Reynolds 2. “Lesley University Commencement Speech” by Jason Reynolds 3. “Serving Young Readers with ‘Long Way Down’” - Jason Reynolds interview with Trevor Noah 	<ol style="list-style-type: none"> 1. Ted Talk: “Let’s Treat Violence Like a Contagious Disease” by Gary Slutkin 2. Assorted spoken word poetry by Brandon Leake 	<ol style="list-style-type: none"> 1. “Rules” Activity 2. Spoken Word Modeling Project
<p>11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p>	<p>Unit 4 Anchor Texts</p>	<p>Unit 4 Additional Optional Texts</p>	<p>Unit 4 Common Formative Assessments</p>
<p>11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</p> <p>Writing: 11-12.W.TTP.1 Write arguments to support claims in an analysis of</p>	<ol style="list-style-type: none"> 1. Memoir/Autobiography Choice Novel: <i>I Am Malala</i> by Malala Yousafzai, <i>A Long Way Gone</i> by Ishmael Beah, <i>Born a Crime</i> by Trevor Noah, or other student choice if approved by teacher 	<ol style="list-style-type: none"> 1. Chapters from <i>The House on Mango Street</i> by Sandra Cisneros 	<ol style="list-style-type: none"> 1. Student –led small group presentation 2. Final Memoir Project

<p>substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. (See as support: 11-12.W.TTP.1a, 1b, 1c, 1d, 1e, and 1f)</p> <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12.W.RBPK.9 Support and defend interpretation, analyses, reflections, or research with evidence found in literature or informational texts.</p>		<ol style="list-style-type: none"> 2. “To Live in the Borderlands” by Gloria Anzaldua 3. “How to Tame a Wild Tongue” by Gloria Anzaldua 4. Ted Talk: “Moving Beyond the Chicano Borderlands” by Michelle Navarro 5. Selected Poems from “Ink Knows No Borders” 6. “Teach Yourself Italian” by Jhumpa Lahiri 7. “A Youth from Every Quarter” by Kirstin Valdez Quade 8. “Two Kinds” by Amy Tan 9. “Mother Tongue” by Amy Tan 10. “My Father’s Suitcase” by Orhan Pamuk 	
<p>12-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p>Unit 5 Anchor Text</p>		<p>Unit 5 Common Formative Assessment</p>
<p><u>Speaking & Language:</u> 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on</p>	<ol style="list-style-type: none"> 1. “For Everyone” by Jason Reynolds 		<p><u>Final Exam:</u> “Dear Dreamer” letter response to “For Everyone”</p>

appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.