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| **English Language Arts Grade 10:** [**Sample Text Set**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)**/Unit Plan** | | | |
| **Anchor Text**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chinua Achebe (Literary, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | **Related Texts**  *Literary Texts*   * “[The White Man’s Burden](http://www.fordham.edu/halsall/mod/kipling.asp),” Rudyard Kipling * “[Languages](http://carl-sandburg.com/languages.htm),” Carl Sandburg * “[The Tower of Babel](http://www.bartleby.com/108/01/11.html),” Genesis 11, *The Holy Bible* * “[The Second Coming](http://www.poets.org/viewmedia.php/prmMID/15527),” William Butler Yeats * Excerpts of the demonstration garden (pages 25-42 and 62-63) from *The Poisonwood Bible*, Barbara Kingsolver   *Informational Texts*   * Excerpts from “[Chinua Achebe: The Art of Fiction No. 139](http://www.theparisreview.org/interviews/1720/the-art-of-fiction-no-139-chinua-achebe),” Jerome Brooks, *The Paris Review*, Issue #133, Winter 1994 (Interview) * Pages 1-4 from “[An African Voice](http://www.theatlantic.com/magazine/archive/2000/08/an-african-voice/306020/),” Katie Bacon, *The Atlantic Online*, August 2, 2000 (Interview) * “[Mother Tongue](http://swhs.swisd.net/teachers/perry/033BDE8E-011F79E5.2/Tan_MotherTongue.pdf),” Amy Tan ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) * “[Aria](http://www.teacherweb.com/CA/EastlakeHighSchool/MrGillet/Rodriguez_Aria.pdf),” Richard Rodriguez   *Nonprint Texts (Media, Website, Video, Film, Music, Art, Graphics)*   * [Pre-Colonial Africa, 17th and 18th Centuries](http://etc.usf.edu/maps/pages/7400/7481/7481.htm) and [The Colonization of Africa, 1870-1910](http://etc.usf.edu/maps/pages/7600/7638/7638.htm), Ward, Prothero, and Leathes, *The Cambridge Modern History Atlas* | **Unit Focus**  Students will learn what happens when cultures collide or merge from the perspective of the “other.” They will come to understand the effects of globalization, cultural diffusion, and the struggle between tradition and change when accompanied by the domination and marginalization of cultures. Students will also learn to discuss the literary merits of various texts by talking about their form, theme, language, and style. This unit connects to themes of geography, specifically culture and language. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[1]](#footnote-1)** |
| **Reading**  [RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [[RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2)](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [[R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [[RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4)](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5), [[RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6)](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [[RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9)](http://www.corestandards.org/ELA-Literacy/RL/9-10/9), [[RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)  [RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [[RI.9-10.3](http://www.corestandards.org/ELA-Literacy/RI/9-10/3)](http://www.corestandards.org/ELA-Literacy/RI/9-10/3), [[RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4)](http://www.corestandards.org/ELA-Literacy/RI/9-10/4) , [[RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5)](http://www.corestandards.org/ELA-Literacy/RI/9-10/5), [[[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6), [[RI.9-10.7](http://www.corestandards.org/ELA-Literacy/RI/9-10/7)](http://www.corestandards.org/ELA-Literacy/RI/9-10/7), [[RI.9-10.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10)](http://www.corestandards.org/ELA-Literacy/RI/9-10/10) |
| **Text Complexity Rationale**  The anchor text is an exemplar from Appendix B. While the readability falls below the band, it contains complex characters with competing motivations, which make it suitable for grade 10. The related texts provide a range of complexity that meets the requirements for the 9-10 grade band. | **Sample Research [[2]](#footnote-2)**  In an interview from *The Atlantic Online,* Chinua Achebe says, “There may be cultures that may sadly have to go, because no one is rooting for them, but we should make the effort to prevent this. We have to hold this conversation, which is a conversation of stories, a conversation of languages, and see what happens.” Using the texts from this unit and additional information gathered from independent research, create an informative multimedia presentation in which you explain the significance of language in preserving a person’s cultural identity.  Use specific examples from the readings and your research to support your explanation. | **Writing**  [[W.9-10.1a-e](http://www.corestandards.org/ELA-Literacy/W/9-10)](http://www.corestandards.org/ELA-Literacy/W/9-10) , [W.9-10.2a-f](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.3a-e](http://www.corestandards.org/ELA-Literacy/W/9-10)](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4), [[W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5)](http://www.corestandards.org/ELA-Literacy/W/9-10/5), [[W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6)](http://www.corestandards.org/ELA-Literacy/W/9-10/6), [[W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7)](http://www.corestandards.org/ELA-Literacy/W/9-10/7) , [[W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8)](http://www.corestandards.org/ELA-Literacy/W/9-10/8), [[W.9-10.9a-b](http://www.corestandards.org/ELA-Literacy/W/9-10)](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10) |
| **Speaking and Listening**  [[SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10)](http://www.corestandards.org/ELA-Literacy/SL/9-10), [[SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2)](http://www.corestandards.org/ELA-Literacy/SL/9-10/2), [[SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4)](http://www.corestandards.org/ELA-Literacy/SL/9-10/4), [[SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5)](http://www.corestandards.org/ELA-Literacy/SL/9-10/5), [[SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6)](http://www.corestandards.org/ELA-Literacy/SL/9-10/6) |
| **Language**  [L.9-10.1a-b](http://www.corestandards.org/ELA-Literacy/L/9-10); [[L.9-10.2a-c](http://www.corestandards.org/ELA-Literacy/L/9-10)](http://www.corestandards.org/ELA-Literacy/L/9-10); [[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/L/9-10/3); [[L.9-10.4a-d](http://www.corestandards.org/ELA-Literacy/L/9-10)](http://www.corestandards.org/ELA-Literacy/L/9-10); [[L.9-10.5a-b](http://www.corestandards.org/ELA-Literacy/L/9-10)](http://www.corestandards.org/ELA-Literacy/L/9-10); [L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6) |
| **Possible Teacher Resources**  [EdSitement *Things Fall Apart* Lesson resources](http://edsitement.neh.gov/lesson-plan/chinua-achebes-things-fall-apart-teaching-through-novel#sect-introduction)  [Google Lit Trips](http://www.googlelittrips.org/) (Possible resource for tracing the geography of the text and/or the basis of a student-inquiry activity.) | | | |

**What will students know and be able to do by the end of this unit?**

Students will demonstrate an understanding of the unit focus and meet the expectations of the Common Core State Standards on the unit assessments.

**[Daily Performance Tasks](#UnitPacing)**

***Daily instruction and tasks aligned to the CCSS prepare students to meet the expectations of the unit assessments.***

Students will demonstrate their daily:

1. Understanding of texts and the “big ideas” by meeting grade level CCSS expectations for reading, listening, and language;
2. Ability to express their understanding by meeting grade level CCSS expectations for speaking, writing, and language.

**Unit Assessment**

***Students will demonstrate understanding of the “big ideas” through various assessments:***

1. A [culminating writing task](#CulminatingWritingTask), which assesses whether students met the expectations of the CCSS while demonstrating understanding of the anchor text.
2. An [extension task and accompanying presentation](#ExtensionTask), which assesses student ability to apply understanding of the “big ideas” to other texts, their lives, and/or the real world.
3. A [cold-read assessment](#ColdReadAssessment), which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.

[**Unit Focus**](#UnitFocus)

***The “big ideas” of this unit include:***

1. What is the relationship between a personal identity and a cultural identity?
2. What is the impact when cultures interact?
3. How does language function in a culture?
4. How does our point of view affect how we interact with other cultures?

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| **TYPE** | **CONTENT** | **CCSS ALIGNMENT** |
| **Culminating Writing Task** | **Student Prompt:** In a series of interviews with Jerome Brooks, Chinua Achebe says the following about *Things Fall Apart*: “[It]is a kind of fundamental story of my condition that demanded to be heard….I believe in the complexity of the human story and that there’s no way you can tell that story in one way and say, This is it. Always there will be someone who can tell it differently depending on where they are standing….This is the way I think the world’s stories should be told—from many different perspectives.”  Determine a theme of *Things Fall Apart*. Write an essay that analyzes how the theme emerges and is shaped over the course of the novel through the development of the complex characters that reflect a cultural experience and capture the complexity of the human story. Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis. | [RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10); [W.9-10.2a-f](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5), [W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10); [L.9-10.1a-b](http://www.corestandards.org/ELA-Literacy/L/9-10), [L.9-10.2a-c](http://www.corestandards.org/ELA-Literacy/L/9-10), [L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3) |
| **Teacher Note:** Students are asked to  determine a theme of *Things Fall Apart* and analyze the how the theme is developed through the conflicts, motivations, and interactions of complex characters (Unit Focus #1, #2, #3, #4)  explain how the theme and its development reflect a cultural experience (Unit Focus #1 and #3)  explain how the cultural experience reflects a different perspective or viewpoint (Unit Focus #2 and #4) |

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[Return to Sample Pacing Chart](#UnitPacing)

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| **TYPE** | **CONTENT** | **CCSS ALIGNMENT** |
| **Extension Task and**  **Formal Presentation** | **Student Prompt:** In an interview from *The Atlantic Online,* Chinua Achebe says, “There may be cultures that may sadly have to go, because no one is rooting for them, but we should make the effort to prevent this. We have to hold this conversation, which is a conversation of stories, a conversation of languages, and see what happens.” Using the texts from this unit and additional information gathered from at least two reliable sources located through independent research (such as the [Endangered Language Project](http://www.endangeredlanguages.com/) website), evaluate the role language plays in creating and preserving cultural identity.   * Then, working collaboratively in a small group, create an informative multimedia product and presentation which synthesizes and then presents the research findings and evaluations of each group member. Use a combination of images, graphics, and specific examples from the readings and research as support. Use proper attribution to avoid plagiarism of all sources and follow MLA guidelines. | [RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [RI.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8), [W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6), [W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7), [W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8), [W.9-10.9a-b](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10); [SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10), [SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2), [[SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4)](http://www.corestandards.org/ELA-Literacy/SL/9-10/4), [SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5), [SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6) |
| **Teacher Note:** Students are asked to  identify how language creates cultural identify (Unit Focus #1 and #3)  evaluate the importance of language in preserving cultural identify (Unit Focus #1, #2, and #3)  create a multimedia presentation to present the group evaluation and gathered information |

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| **TYPE** | **CONTENT** | **CCSS ALIGNMENT** |
| **Cold-Read Assessment** | **Student Prompt:** Read excerpted sections from Book One of *The Poisonwood Bible* (the scenes from pages 35-42 and 62-63 about the demonstration garden) and access “The White Man’s Burden,” and *Things Fall Apart*[[3]](#footnote-3). Then answer a combination of questions. Sample questions:   1. What are Reverend Price’s stated and unstated intentions with the demonstration garden? How are these motivations revealed in the text? Provide details from the passage to support your response. 2. How is the demonstration garden a metaphor for the ideas presented in “The White Man’s Burden?” How does the way Reverend Price approaches the garden’s creation and receives Mama Tataba’s assistance illustrate the central idea of the poem? 3. Select one of the cultural collision scenes from Parts 2 or 3 from *Things Fall Apart* and analyze the thematic connections between the scene from the novel and the excerpt from *The Poisonwood Bible.* Cite specific textual evidence from both works to support your analysis. | *(****Note:*** *Standards alignment depends on question content)*  [RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6); [W.9-10.2a-f](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10); [L.9-10.1a-b](http://www.corestandards.org/ELA-Literacy/L/9-10), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10) |
| **Teacher Note:** Students are asked to  use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing.  make connections between texts to analyze conflicting motivations of different cultural viewpoints (Unit Focus #4)  compare and contrast themes of texts and their comments on the causes and implications of cultural collisions (Unit Focus #2) |

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| **INSTRUCTIONAL DAYS** | **TEXT(S)[[4]](#footnote-4)** | **CCSS ALIGNMENT[[5]](#footnote-5)** |
| Day 1 | “[The White Man’s Burden](http://www.fordham.edu/halsall/mod/kipling.asp),” Rudyard Kipling and [Pre-Colonial Africa, 17th and 18th Centuries](http://etc.usf.edu/maps/pages/7400/7481/7481.htm) and [The Colonization of Africa, 1870-1910](http://etc.usf.edu/maps/pages/7600/7638/7638.htm), Ward, Prothero, and Leathes, *The Cambridge Modern History Atlas* | [Sample Daily Performance Tasks](#Day1) |
| Days 2-4 | [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 1-7 (p.3-62) | [Sample Daily Performance Tasks](#Days2to4) |
| Days 5-8 | [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 8-11 (p.63-109) | [Sample Daily Performance Tasks](#Days5to8) |
| Day 9-10 | [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 12-13 (p. 110-125) and Excerpts from “[An African Voice](http://www.theatlantic.com/magazine/archive/2000/08/an-african-voice/306020/)” (pages 1-4) | [Sample Daily Performance Tasks](#Days9to10) |
| Days 11-12 | Excerpts from “[Chinua Achebe: The Art of Fiction No. 139](http://www.theparisreview.org/interviews/1720/the-art-of-fiction-no-139-chinua-achebe)” (pages 2 and 11) | [Sample Daily Performance Tasks](#Days11to12) |
| Days 13-15 | [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 14-19 (p. 129-167) | [Sample Daily Performance Tasks](#Days13to15) |
| Days 16-18 | [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 20-25 (p. 171-209) and “[The Second Coming](http://www.poets.org/viewmedia.php/prmMID/15527),” William Butler Yeats; introduce the [Culminating Writing Task](#CulminatingWritingTask) | [Sample Daily Performance Tasks](#Days16to18) |
| Days 19-21 | Culminating Writing Task work time: process, writers’ workshop, publishing | [Unit One Assessments](#UnitOneAssessments) |
| Day 22 | Excerpt from “[Chinua Achebe: The Art of Fiction No. 139](http://www.theparisreview.org/interviews/1720/the-art-of-fiction-no-139-chinua-achebe)” (page 7); introduce the [Extension Task](#ExtensionTask) | [Sample Daily Performance Tasks](#Day22) |
| Days 23-24 | “[Languages](http://carl-sandburg.com/languages.htm),” Carl Sandburg and “[The Tower of Babel](http://www.bartleby.com/108/01/11.html),” Genesis 11, *The Holy Bible* | [Sample Daily Performance Tasks](#Days23to24) |
| Day 25 | Collaboration on Extension Task | [Unit One Assessments](#UnitOneAssessments) |
| Days 26-28 | “[Mother Tongue](http://swhs.swisd.net/teachers/perry/033BDE8E-011F79E5.2/Tan_MotherTongue.pdf),” Amy Tan | [Sample Daily Performance Tasks](#Days26to28) |
| Day 29-30 | Collaboration on Extension Task | [Unit One Assessments](#UnitOneAssessments) |
| Days 31-34 | “[Aria](http://www.teacherweb.com/CA/EastlakeHighSchool/MrGillet/Rodriguez_Aria.pdf),” Richard Rodriguez | [Sample Daily Performance Tasks](#Days31to34) |
| Days 35-39 | Collaboration on Extension Task | [Unit One Assessments](#UnitOneAssessments) |
| Days 40-43 | Presentations | [Unit One Assessments](#UnitOneAssessments) |
| Days 44-45 | Cold-Read Assessment and Reflection Seminar | [Unit One Assessments](#UnitOneAssessments) |

**Appendix**

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| **DAY 1** | | |
| **Text One:**  “[The White Man’s Burden](http://www.fordham.edu/halsall/mod/kipling.asp),” Rudyard Kipling | **Text Connections** |
| “The White Man’s Burden” provides opportunities for analyzing a point of view reflected in a work from outside the United States. Rudyard Kipling is widely considered “Britain’s imperialist poet,” and the poem served a rhetorical purpose when it was written for President Roosevelt in 1899. Students will be able to determine the meaning of words and phrases and analyze their cumulative impact on the meaning and the tone of the poem, considering how the meaning and tone convey a particular point of view. The study of point of view connects to the study of point of view in *Things Fall Apart* ([Unit Focus #4](#UnitOverview)), and prepares students for the [Cold-Read Assessment](#ColdReadAssessment). |
| [**Reader and Task Considerations**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2) |
| The poem contains a potentially offensive point of view if students do not understand the historical context of the poem. Thus, they should be provided pre-reading that helps to establish the context of the poem before they read. The prefacing information on the [History Matters](http://historymatters.gmu.edu/d/5478/) site allows for this discovery. |
| **Text Two:**  [Pre-Colonial Africa, 17th and 18th Centuries](http://etc.usf.edu/maps/pages/7400/7481/7481.htm) and [The Colonization of Africa, 1870-1910](http://etc.usf.edu/maps/pages/7600/7638/7638.htm), Ward, Prothero, and Leathes, *The Cambridge Modern History Atlas* | **Text Connections** |
| These maps allow students to explore the great change in Africa as a result of European Imperialism, to provide a visual image to support the point of view expressed in the poem. |
| [**Reader and Task Considerations**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2) |
| The brief background information for each map provides context for the visuals, but should not be shared until after students have had a change to explore the maps, make comparisons, and draw conclusions (including information gained from the poem) about the cause and effect relationships which resulted in the significant change in the maps. |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * **Ongoing throughout the unit**: In all written responses, students will use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. (**Note:** This will need to be explicitly taught, reinforced, and refined explicitly over the course of the unit through mini-lessons, beginning activities, peer editing, and/or teacher-student conferences.) ([L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a)-[b](http://www.corestandards.org/ELA-Literacy/L/9-10/1/b), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a)) * Closely read the introduction to “The White Man’s Burden” and collaborate on an oral summary of the context of the poem. Be prepared to share your summary with the class. ([[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2) , [SL.9-10.1a-b](http://www.corestandards.org/ELA-Literacy/SL/9-10), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4) ) * Closely read and [annotate](http://www.readwritethink.org/resources/resource-print.html?id=1132) “The White Man’s Burden” to analyze how the author’s words and phrases establish a tone and convey a point of view. ([RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [L.9-10.5a-b](http://www.corestandards.org/ELA-Literacy/L/9-10) ) * Work collaboratively to view the maps. Analyze how the point of view expressed in the poem corroborates the changes seen in the maps. Conduct a [Socratic seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) that explores, “What do these texts convey about the relationship between Europeans and Africans?” Cite specific textual evidence from both sources and identify which details are emphasized in the different texts. Be prepared to share your findings with the class. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RI.9-10.7](http://www.corestandards.org/ELA-Literacy/RI/9-10/7) , [SL.9-10.1a, c-d](http://www.corestandards.org/ELA-Literacy/SL/9-10), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4) ) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 2-4** | | |
| **Text One:**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 1-7, (p. 3-62) | **Text Connections** |
| Chapters 1-7 of *Things Fall Apart* establish the major characters, their motivations, the Igbo culture, and themes of the novel. Study of this portion of the text should encourage students to read closely and discuss emerging ideas, characters, and themes, which will prepare them for the [Culminating Writing Task](#CulminatingWritingTask). Okonkwo’s character is illustrated through the limited omniscient narrator’s point of view. Possible focus areas include the following:   * Chapter 1: the characterization of Unoka, Okonkwo’s father * Chapter 2: the last part of the chapter beginning with “Okonkwo ruled his house with a heavy hand.” * Chapter 4: the first two paragraphs * Chapter 5: Okonkwo’s outburst with his gun * Chapter 7: Ikemefuna’s murder |
| **Reader and Task Considerations** |
| The novel’s style is easy to read but will present challenges to students because of the cultural experiences Achebe presents. Students will need to discuss and explore the meaning conveyed by the information provided. The novel’s style does not lend itself to deep analysis of craft and structure but does present multiple opportunities for rich exploration of key ideas and details, specifically Okonkwo’s character development and internal conflicts. For these reasons, teachers might consider reading the first chapter aloud with students, providing class time to read in small groups, and assigning short sections for independent reading at home. ([RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10) ) |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * While independently reading and [annotating](http://www.readwritethink.org/resources/resource-print.html?id=1132) Chapters 1-7 of *Things Fall Apart*, examine how Achebe establishes a point of view of the Igbo culture. (**Note:** Teachers should expect students to read these chapters on their own in class or at home in advance of completing these tasks in class.) ([RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10) ) * **Ongoing throughout the novel study**: Summarize the characters’ interactions and plot of the novel. ([RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2)) * Using a graphic organizer or other written format, identify the major characters of the novel, including possible protagonists and antagonists, and determine their motivations as revealed through their interactions with each other and their environment. Consider as part of your analysis the author’s word choice when describing the characters and their behaviors. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4)) * Work collaboratively to generate a working list of the Igbo people’s values. Cite specific evidence to support your interpretations, specifically noting where the author’s language contributes to this understanding. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6)) * Conduct a discussion focused on the following questions: How do Okonkwo’s thoughts and actions convey his motivations? How do Okonkwo’s motivations help to establish some of the themes of the novel? ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [[SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4)](http://www.corestandards.org/ELA-Literacy/SL/9-10/4)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS** **5-8** | | |
| **Text One:**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 8-11  (p. 63-109) | **Text Connections** |
| Chapters 8-11 of *Things Fall Apart* continue the development of Okonkwo’s character and his conflicting motivations. As his character develops, the students will begin to understand why the Igbo culture might cause some of his internal conflict and how individuals are shaped by the culture in which they live. This prepares them to understand [Unit Focus #1 and #3](#UnitOverview) and to complete the [Culminating Writing Task](#CulminatingWritingTask). His relationship with Ezinma, his favorite daughter, emerges and shapes some of the themes of the novel while Nwoye, his son, develops into a more complex, conflicted character. Possible focus areas and topics include the following:   * Chapter 8: the first two pages (Okonkwo’s reaction to Ikemefuna’s death) * Chapter 9: the first paragraph |
| **Reader and Task Considerations** |
| These chapters contain many scenes that students may find less useful for study, but teachers should encourage them to consider why Achebe might include them by asking focused questions that guide students to thematic interpretation and analysis. Especially confusing might be the events surrounding Ezinma’s illness, but students should be supported through critical analyses of the characters’ interactions, development of themes, and cultural experiences. |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * While independently reading and [annotating](http://www.readwritethink.org/resources/resource-print.html?id=1132) Chapters 8-11 of *Things Fall Apart*, examine how Achebe establishes a point of view of the Igbo culture. (**Note:** Teachers should expect students to read these chapters on their own in class or at home in advance of completing these tasks in class.) ([RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)) * Objectively summarize key focus passages (identified under Text Connections). ([RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2)) * Working collaboratively, analyze in discussion and then writing how Okonkwo’s complex reaction to Ikemefuna’s death in chapters 8 and 9 enhances our understanding of his character. (How does his reaction reveal his internal conflicts and develop a theme established in chapters 1 through 7?) Cite specific textual evidence to support the analysis. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [W.9-10.1a-e](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4), [W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5) , [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10) , [SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10)) * Conduct a series of [fishbowl discussions](http://www.edchange.org/multicultural/activities/fishbowl.html) in response to the following: What does Okonkwo’s relationship with Ezinma reveal about his character and the Igbo culture? How does his reaction to Ekwefi’s concern develop a theme established in chapters 1 through 7? ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4), [SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6) ) * Following the fishbowl discussions, write a [brief timed analysis](https://www.tcc.fl.edu/Current/Academics/LearningCommons/Second%20Floor%20Documents/TOP%20TEN%20TIPS%20FOR%20TIMED%20WRITINGS.pdf) of the events of Chapters 8-11, explaining how these events develop a theme of the novel. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [W.9-10.2a-f](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * **Ongoing throughout the unit**: In all written responses, students will use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. ([L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a)-[b](http://www.corestandards.org/ELA-Literacy/L/9-10/1/b), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 9-10** | | |
| **Text One:**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 12-13 | **Text Connections** |
| Chapters 12 and 13 of *Things Fall Apart* build to a climactic event in which Okonkwo’s usually impotent gun discharges and kills a tribe member. The symbolic nature of this event and the resulting exile are powerful methods for developing an awareness of the complexity of the Igbo culture and its effects on Okonkwo ([Unit Focus #1](#UnitOverview)). As a result, many of the themes of the novel develop facets and nuance worthy of examination, which prepares students for the [Culminating Writing Task](#CulminatingWritingTask). |
| **Reader and Task Considerations** |
| Students will require support through the analysis of the cultural experience of Okonkwo’s accident and resultant banishment as they may inadvertently impose their 21st century Western ideology onto the Igbo people. Teachers will need to support class discussions to guide students into an exploration of Achebe’s intentions. |
| **Text One:**  Pages 8 and 11 from “[Chinua Achebe: The Art of Fiction No. 139](http://www.theparisreview.org/interviews/1720/the-art-of-fiction-no-139-chinua-achebe),” Jerome Brooks, *The Paris Review*, Issue #133, Winter 1994 (Interview) | **Text Connections** |
| The excerpt from The Paris Review interview serves as a source for information about Achebe’s views on the interactions between character, plot, and theme. Focus on his responses to the questions “Can you say something about the germination of a work…. and “What is the place of plot?...” as these prompt students to consider how character and plot in *Things Fall Apart* interact to convey a theme or central idea. Additionally, the short dialogue about the effect of Okonkwo’s character on readers from a variety of cultures prompts discussion about the enduring ideas in the novel and the effect of cultural experiences in reading ([Unit Focus #4](#UnitOverview)). |
| **Reader and Task Considerations** |
| The first series of questions may require scaffolding for students to fully grasp Achebe’s central idea about the interconnectedness of story elements, but they should be prompted to rely on the work done on previous performance tasks to support their developing understanding. A rich examination of universal themes in world literature arises from the second excerpt, providing students the opportunity to make intertextual connections to other works they have studied or read independently. ([RI.9-10.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10)) |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * While independently reading and [annotating](http://www.readwritethink.org/resources/resource-print.html?id=1132) Chapters 12-13 of *Things Fall Apart*, examine how Achebe establishes a point of view of the Igbo culture while. (**Note:** Teachers should expect students to read these chapters on their own in class or at home in advance of completing these tasks in class.) ([RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)) * Working with a partner, read aloud the two assigned excerpts from “Chinua Achebe: The Art of Fiction No. 139.” Collaborate on a written, concise, objective summary of each of Achebe’s responses. Cite specific textual evidence within the summary. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/Ri/9-10/1), [RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4), [W.9-10.9b](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * Conduct a series of [fishbowl discussions](http://www.edchange.org/multicultural/activities/fishbowl.html) focused on the following questions: How do Okonkwo’s motivations and actions further the plot and develop the themes of the novel? Cite specific textual evidence from the novel and the interview to support your responses. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 11-12** | | |
| **Text One:**  Pages 1-4 from “[An African Voice](http://www.theatlantic.com/magazine/archive/2000/08/an-african-voice/306020/),” Katie Bacon, *The Atlantic Online*, August 2, 2000 (Interview) | **Text Connections** |
| The excerpts from “An African Voice” provide students with Achebe’s point of view about “the process of ‘re-storying’ peoples who had been knocked silent by all kinds of dispossession.” ([Unit Focus #1, #2, and #3](#UnitOverview)) Through developing their understanding of Achebe’s point of view, students will be better equipped for an analysis of chapters 14-19 of *Things Fall Apart.* |
| **Reader and Task Considerations** |
| Achebe’s language in the interview is accessible for students, but students’ ability to understand his point of view will likely require teacher support. This interview can be read aloud by students in partner-groups to support their reading and interpretation of Achebe’s central ideas and point of view. ([RI.9-10.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10)) |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * Working with a partner, read aloud the first four pages of “An African Voice.” Collaborate on a written, concise, objective summary of each of Achebe’s seven responses. Then independently, explain in writing the central idea of the excerpt and analyze how that idea develops and unfolds over the course of the responses, including how it is shaped by the interviewer’s questions and Achebe’s use of language. Cite specific textual evidence to support your analysis. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [RI.9-10.3](http://www.corestandards.org/ELA-Literacy/RI/9-10/3), [RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5), [W.9-10.2a-f](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.9b](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * Conduct a [Socratic seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) which evaluates Achebe’s success in illustrating through Part 1 of *Things Fall Apart* “a balance of stories where every people will be able to contribute to a definition of themselves.” Students should cite specific textual evidence from the novel, the interview, and, possibly, the poem from the opening of the unit, “The White Man’s Burden,” to support their responses. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4), [SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6)) * Write a brief personal reflection which evaluates how literature engages readers in developing an understanding of the human condition. Cite specific textual evidence from *Things Fall Apart* to support your thinking. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * **Ongoing throughout the unit**: In all written responses, students will use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. ([L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a)-[b](http://www.corestandards.org/ELA-Literacy/L/9-10/1/b), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 13-15** | | |
| **Text One:**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 14-19  (p. 129-167) | **Text Connections** |
| These chapters comprise Part 2 of *Things Fall Apart* in which Okonkwo, his family, and his people begin to interact with European missionaries and colonizers. This section of the novel introduces the concepts of cultural interaction and collision for examination ([Unit Focus #2 and #4](#UnitOverview)). |
| **Reader and Task Considerations** |
| The action of this section proceeds more quickly than that of Part 1, so students should be able to manage the reading independently; however, the complexity of the interactions between the Igbo people and the Europeans should be examined both from the perspective of the Igbo and of the Europeans in order for students to understand the complexity of the themes that Achebe establishes and develops in this section of the novel. Students need to be encouraged to use their knowledge and understanding of the Igbo culture to analyze the cultural collisions from an objective point of view as they select the most critical scenes for analysis. |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * While independently reading and [annotating](http://www.readwritethink.org/resources/resource-print.html?id=1132) Chapters 14-19 of *Things Fall Apart*, examine how Achebe establishes a point of view of the Igbo culture and its interactions with European culture. (**Note:** Teachers should expect students to read these chapters on their own in class or at home in advance of completing these tasks in class.) ([RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)) * Work collaboratively to create an annotated timeline of the most critical interactions between the Igbo people and the Europeans in Part 2. Identify and write a narrative summary of each event and evaluate its significance. In your narrative summaries, maintain an [objective point of view](http://www.writersresearchgroup.com/articles/objective-writing.html) (one which favors neither the Igbo nor the Europeans) as you analyze how themes emerge and are developed through these interactions. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * Following the timeline creation, write a [brief timed analysis](https://www.tcc.fl.edu/Current/Academics/LearningCommons/Second%20Floor%20Documents/TOP%20TEN%20TIPS%20FOR%20TIMED%20WRITINGS.pdf): Examine how the cultural collisions in Chapters 14-19 develop a theme of the novel. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [W.9-10.1a-e](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * **Ongoing throughout the unit**: In all written responses, students will use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. ([L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a)-[b](http://www.corestandards.org/ELA-Literacy/L/9-10/1/b), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 16-18** | | |
| **Text One:**  [*Things Fall Apart*](http://enovel4free.files.wordpress.com/2007/12/things-fall-apart-chinua-achebe.pdf), Chapters 20-25  (p.129-167) | **Text Connections** |
| In Part 3 of *Things Fall Apart*, Okonkwo returns from exile and experiences European domination firsthand, which results in his suicide in the final chapter. While the novel predominantly presents the Igbo point of view, Part 3 presents the European point of view in several places, which should be studied in conjunction with “The Second Coming.” ([Unit Focus #4](#UnitOverview)) |
| **Reader and Task Considerations** |
| This section of the novel alternates between the Igbo and European point of view which students should be attentive to as they read. |
| **Text Two:**  “[The Second Coming](http://www.poets.org/viewmedia.php/prmMID/15527),” William Butler Yeats | **Text Connections** |
| The poem “The Second Coming” is the source of the title of *Things Fall Apart*; Achebe uses the opening four lines of the poem as the epigraph of the novel and has discussed in interviews the relationship of the poem to the novel. The poem captures the domination of European culture and the resulting dissolution of the Igbo culture illustrated in Part 3 of the novel. ([Unit Focus #2](#UnitOverview)) |
| **Reader and Task Considerations** |
| The language of the poem and the repeated allusions to Revelations will require multiple readings for comprehension and analysis. ([RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)) |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * While independently reading and [annotating](http://www.readwritethink.org/resources/resource-print.html?id=1132) Chapters 20-25 of *Things Fall Apart*, examine how Achebe establishes a point of view of the Igbo culture and its interactions with European culture. (**Note:** Teachers should expect students to read these chapters on their own in class or at home in advance of completing these tasks in class.) ([RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10) ) * Locate and mark (with sticky note flags) the places in Part 3 where the European point of view is revealed. Objectively summarize the characters’ interaction and plot of the novel. Then, on a graphic organizer or in a reader’s log, contrast the European point of view with that of the Igbo. Explain how alternating points of view affect the development of the themes of the novel and cite textual evidence. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6) , [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * Closely read “The Second Coming” and determine the meaning of key words and phrases to analyze how the language of the poem reveals the meaning. Use a graphic organizer or poetry analysis strategy like [TP-CASTT](http://www.readwritethink.org/files/resources/30738_analysis.pdf) to aid comprehension and analysis. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.9](http://www.corestandards.org/ELA-Literacy/RL/9-10/9), [L.9-10.4a, c, d](http://www.corestandards.org/ELA-Literacy/L/9-10), [L.9-10.5b](http://www.corestandards.org/ELA-Literacy/L/9-10), [L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6)) * Consider the following statement made by Achebe about the relationship between the poem and the novel: “That phrase ‘things fall apart’ seems to me just right and appropriate.” Conduct a series of small-group discussions to locate specific evidence from the poem and throughout the novel prior to engaging in a [Socratic seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html). During the seminar, evaluate the appropriateness of the novel’s title given the central idea of the poem, and cite evidence to support interpretations. Following the discussion, evaluate your own and your peers’ use of evidence in the seminar. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2) , [R[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3)](http://www.corestandards.org/ELA-Literacy/RL/9-10/3), [RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [SL.9-10.1a-d](http://www.corestandards.org/ELA-Literacy/SL/9-10), S[L.9-10.3](http://www.corestandards.org/ELA-Literacy/L/9-10/3), [SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4) ) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAY 22** | | |
| **Text One:**  Excerpt from “[Chinua Achebe: The Art of Fiction No. 139](http://www.theparisreview.org/interviews/1720/the-art-of-fiction-no-139-chinua-achebe),” Jerome Brooks, *The Paris Review*, Issue #133, Winter 1994 (Interview) | **Text Connections** |
| This excerpt from the interview is the question “Has your work been translated into Igbo? Is it important for it to be translated into Igbo?” and Achebe’s response. The connection between culture and language is clearly established here in the context of the novel study, so they will be able to see how the [Extension Task](#ExtensionTask) connects to the novel and its themes. |
| **Reader and Task Considerations** |
| Students will need to understand the difference between dialects and language so that they can understand the cultural impact of Dennis’ translation and invention of a dialect. This task is the introduction to the extension task, so teachers need to ensure student comprehension of the connection between language and culture from Achebe’s point of view as a springboard for future analysis. |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * Introduce the extension task and then read Achebe’s response with your extension task group. Write a brief objective summary. ([[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10) ) * Write a brief personal reflection in response to the following question: “What is the relationship between language and culture?” Begin locating evidence from the novel, the interview, and personal experiences to support research in the [Extension Task](#ExtensionTask). ([RL/](http://www.corestandards.org/ELA-Literacy/RL/9-10/1)[RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [RL](http://www.corestandards.org/ELA-Literacy/RL/9-10/1)/[[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [W.9-10.9a-b](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 23-24** | | |
| **Text One:**  “[Languages](http://carl-sandburg.com/languages.htm),” Carl Sandburg | **Text Connections** |
| “Languages” offers an interpretation of the ephemeral quality of language and is thematically related to the anchor text. Just as language is ephemeral, so too can be culture. As it develops and mixes, culture is threatened, as evidenced by the changes the Igbo experience in *Things Fall Apart* ([Unit Focus #2 and #3](#UnitOverview)). Reading this text prepares students to complete the [Extension Task](#ExtensionTask). |
| **Reader and Task Considerations** |
| The poem will require multiple readings in order for students to develop an understanding of its extended metaphor and themes. Students should apply the same poetry analysis strategy they have been using this unit in order to develop their independent analysis skills. ([RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10)) |
| **Text Two:**  “[The Tower of Babel](http://www.bartleby.com/108/01/11.html),” Genesis 11, *The Holy Bible* | **Text Connections** |
| This excerpt from Genesis reveals an explanation of the origin of languages. As language is generally unifying, in the excerpt introduction of different languages causes fragmentation of the central culture, “scatter[ing] them abroad” because they do not understand one another. In the same way, the Igbo culture becomes fragmented with the introduction of the European language and culture. ([Unit Focus #2 and #3](#UnitOverview)) |
| **Reader and Task Considerations** |
| The connections between this excerpt and the poem will likely require multiple readings and supported analyses. |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * Closely read the poem “Languages” using [TP-CASTT](http://www.readwritethink.org/files/resources/30738_analysis.pdf) or other analysis strategy. Recording the analysis through annotations and/or on a graphic organizer, determine how Sandburg uses words and phrases to develop meaning and convey the central idea. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [[RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2)](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [[RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4)](http://www.corestandards.org/ELA-Literacy/RL/9-10/4), [L.9-10.5a-b](http://www.corestandards.org/ELA-Literacy/L/9-10), [L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6)) * Closely read the excerpt from Genesis. Determine the central idea of the excerpt, including how it emerges and is shaped by the events of the story. Write an objective summary of the story. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [[RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2)](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * As an extension task group, determine and analyze the central idea of each text and explain in writing how the two ideas relate. Then analyze how the texts relate to Achebe’s point of view regarding languages. ([RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1), [[RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2)](http://www.corestandards.org/ELA-Literacy/RL/9-10/2), [RL.9.10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6), [SL.9-10.1a](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/a), [c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c)-[d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d), [W.9-10.9a](http://www.corestandards.org/ELA-Literacy/W/9-10/9), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) * Continue your personal reflection from the previous day: How did these two texts and your discussion further your understanding of the extension task? What questions do you have about the connections between language and culture? How can you use research to find answers to your questions? ([[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 26-28** | | |
| **Text One:**  “[Mother Tongue](http://swhs.swisd.net/teachers/perry/033BDE8E-011F79E5.2/Tan_MotherTongue.pdf),” Amy Tan ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | **Text Connections** |
| Amy Tan’s “Mother Tongue” is a personal reflection on the relationship between language and family connection ([Unit Focus #1](#UnitOverview)). In the essay, Tan relates anecdotes about her mother’s use of English and its effect on her own use of English and her relationship with her mother. In this essay, language is unifying for her personally because it helps her to “[make] sense of the world”; however, she ponders language’s effects on the choices and lifestyles of others ([Unit Focus #3](#UnitOverview)). |
| **Reader and Task Considerations** |
| Tan’s essay is generally very readable, but teachers should read it aloud to students at least two times in order for them to “hear” the different voices Tan captures. After initial read-alouds, students should be able to engage with the text independently in order to make meaning from it. ([[RI.9-10.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10)](http://www.corestandards.org/ELA-Literacy/RI/9-10/10)) |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * Identify places in the essay where Tan uses dialogue or quotations to capture her mother’s use of language in contrast to her own. Read these sections closely and analyze in writing how these scenes help Tan achieve her purpose in the essay. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [[RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4)](http://www.corestandards.org/ELA-Literacy/RI/9-10/4), [[[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)) * Listen to the essay as it is read aloud and read along. As you read, think about the sections of the essay: How does Tan introduce her explicit and implicit claims and develop them in the sections of the essay? Using horizontal lines, divide the essay into its sections based on Tan’s claims and elaboration on those claims. Identify the purpose of each section, and, for each section of the essay, write an objective summary. Then, working in partner groups created from your extension task group, make a list of Tan’s claims in the essay. Be prepared to share your findings with the class. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2) , [[RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5)](http://www.corestandards.org/ELA-Literacy/RI/9-10/5), [[[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)) * Finally, independently write a timed explanation of how Tan shapes and refines her claims about language through the sections, including the order in which her points are made, how they are developed, and the connections drawn between the sections. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [[RI.9-10.3](http://www.corestandards.org/ELA-Literacy/RI/9-10/3)](http://www.corestandards.org/ELA-Literacy/RI/9-10/3), [[RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5)](http://www.corestandards.org/ELA-Literacy/RI/9-10/5), [[[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6), [W.9-10.2a-f](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4), [W.9-10.9b](http://www.corestandards.org/ELA-Literacy/W/9-10/9), [[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10), [L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6)) * **Ongoing throughout the unit**: In all written responses, students will use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. ([L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a)-[b](http://www.corestandards.org/ELA-Literacy/L/9-10/1/b), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a)) * Working with your extension task group, write a brief proposal for how “Mother Tongue” can be used in your group’s presentation. Be prepared to share this proposal with one other group. ([[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) | |

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**English II Unit One Sample Daily Performance Tasks/Prompts**

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| **DAYS 31-34** | | |
| **Text One:**  “[Aria](http://www.teacherweb.com/CA/EastlakeHighSchool/MrGillet/Rodriguez_Aria.pdf),” Richard Rodriguez | **Text Connections** |
| “Aria” presents a slightly less optimistic view of language barriers than does Tan’s essay. Rodriguez chronicles the development of his bilingualism and its effects on his relationships with his family and the world ([Unit Focus #1, #3, and #4](#UnitOverview)). |
| **Reader and Task Considerations** |
| Students should be attendant as they read to Rodriguez’s shifts in tone as they often signal shifts in his point of view of bilingualism and the effects of it on an individual, a family, and a culture. Rodriguez’s language is lyrical and fluid and his syntax is more complex than that of any other work in the unit, so teachers must support students throughout the study of this text in order to scaffold their reading and analysis. ([RI.9-10.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10)) |
| **SAMPLE PERFORMANCE TASKS/PROMPTS** | |
| * Identify places in the essay where Rodriguez uses dialogue or quotations to capture his initial experiences with English. Read these sections closely and analyze in writing how these scenes help Rodriguez achieve his purpose in the essay. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4), [[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6), [W.9-10.9b](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10) ) * Listen to the essay as it is read aloud and read along. As you read, think about the sections of the essay: How does Rodriguez introduce his explicit and implicit claims and develop them in the sections of the essay? Using horizontal lines, divide the essay into its sections based on Rodriguez’s claims and elaboration on those claims. Identify the purpose of each section, and, for each section of the essay, write an objective summary. Then, working in partner groups created from your extension task group, make a list of Rodriguez’s claims in the essay. Be prepared to share your findings with the class. ([RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1), [[RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2)](http://www.corestandards.org/ELA-Literacy/RI/9-10/2), [RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5), [[RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)](http://www.corestandards.org/ELA-Literacy/RI/9-10/6)) * Using either Tan’s “Mother Tongue” or Rodriguez’s “Aria” as a [mentor text](http://www.amazon.com/Write-Like-This-Teaching-Real-World/dp/1571108963#_), write a personal narrative essay about an experience in which language played a role. ([RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10), [W.9-10.3a-e](http://www.corestandards.org/ELA-Literacy/W/9-10), [W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4), [W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5), [W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6), [W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10), [L.9-10.2c](http://www.corestandards.org/ELA-Literacy/L/9-10/), [L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6)) * **Ongoing throughout the unit**: In all written responses, students will use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. ([L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a)-[b](http://www.corestandards.org/ELA-Literacy/L/9-10/1/b), [L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a)) * Working with your extension task group, write a brief proposal for how “Aria” can be used in your group’s presentation. Be prepared to share this proposal with one other group. ([[W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10)](http://www.corestandards.org/ELA-Literacy/W/9-10/10)) | |

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1. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-english-ii-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-1)
2. “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-2)
3. Ensure that students have access to the complete texts as they are testing. [↑](#footnote-ref-3)
4. Texts can be written or visual, print or multimedia. [↑](#footnote-ref-4)
5. Activities, tasks, prompts, and resources are considered aligned to the CCSS when they create an environment conducive for students to meet the expectations of the CCSS. [↑](#footnote-ref-5)