



Cyberarts Studio Academy

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Ms. Lopinto: Literature Across Cultures Calendar

Unit 1

Dates	Sept 22 - Nov 14th
Unit Title	Voices From the Diaspora
Essential Question	How do diaspora authors reveal the tension between personal authenticity and societal conformity?
NGLS	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p> <p>11-12R3: In literary texts, analyze the impact of author's choices.</p> <p>11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.</p> <p>11-12R5: I: In literary texts, analyze how varied aspects of structure create meaning and affect the reader.</p> <p>11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p> <p>11-12W2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>



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	<p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Learning Targets	<ol style="list-style-type: none">1. I can explain how Díaz characterizes Yuniór and support my ideas with evidence, pt 1.2. I can explain how Díaz characterizes Yuniór and support my ideas with evidence, pt. 2.3. I can explain how Díaz characterizes Yuniór and support my ideas with evidence, pt. 3.4. I can explain how Díaz uses second-person narration and structure (advice form) to reveal how the narrator performs different identities.5. I can explain how Diaz portrays Yuniór's experience with the tension between authenticity and expectations, citing evidence to support my analysis.6. I can explain what the mask symbolizes in Dunbar's poem and connect it to how Yuniór <i>wears a mask</i> in Díaz's story, citing evidence to support my analysis.7. I can use second-person POV or a mask metaphor to express part of my identity in a creative response.8. I can explain how Díaz uses Yuniór's family to comment on how societal and cultural expectations can suppress authentic identity, citing evidence to support my analysis, pt. 1.9. I can explain how Díaz uses Yuniór's family to comment on how societal and cultural expectations can suppress authentic identity, citing evidence to support my analysis, pt. 2.10. I can explain how Díaz uses Yuniór's family to comment on how societal and cultural expectations can suppress authentic identity, citing evidence to support my analysis, pt. 3.11. I can explain how Díaz uses Yuniór's family to comment on how societal and cultural expectations can suppress authentic identity, citing evidence to support my analysis, pt. 4.12. I can determine thematic concepts of text and support them with evidence.13. I can determine thematic statements of a text and cite evidence to support my analysis.14. I can explain how family dynamics affect a character's view of himself and his world.



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15. I can identify thematic concepts in the opening of *The Paper Menagerie* and support them with evidence.
16. I can determine thematic statements, citing evidence to support my analysis, pt. 1.
17. I can determine thematic statements, citing evidence to support my analysis, pt. 2.
18. I can determine thematic statements, citing evidence to support my analysis, pt. 3.
19. I can explain how the author portrays conflict between cultural pride and social acceptance, citing evidence to support my analysis.
20. I can explain how Liu's structure—alternating childhood memories and present reflection—develops the central idea that rejecting one's culture can create emotional distance and loss.
21. I can analyze how the story's structure mirrors the narrator's change in perspective about his mother and his heritage.
22. I can explain how symbolism, such as the paper animals and the letter, reinforce the story's themes of identity and acceptance.
23. I can determine a central idea that expresses what *The Paper Menagerie* reveals about the struggle for authenticity in a bicultural world., citing evidence to support my analysis.
24. I can compare how Ken Liu and another diaspora author each reveal the tension between personal authenticity and societal conformity through family relationships and cultural expectations, citing evidence to support my analysis.
25. I can determine thematic concepts in a *Let Me Try Again* and explain how they're developed, citing evidence to support my analysis.
26. I can develop a thematic statement about how Mora portrays bicultural identity as both a strength and a burden, citing evidence to support my analysis.
27. I can identify thematic concepts *Identity* and explain how the author conveys them, citing evidence to support my analysis.
28. I can connect the poem's theme/s to the unit essential question by explaining how Polanco reveals the tension between personal authenticity and societal conformity.
29. I can identify thematic concepts *Identity* and explain how the author conveys them, citing evidence to support my analysis.
30. I can connect the poem's theme/s to the unit essential question by explaining how Polanco reveals the



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	<p>tension between personal authenticity and societal conformity.</p> <p>31. I can identify thematic concepts <i>Immigrant Blues</i> and explain how the author conveys them, citing evidence to support my analysis.</p> <p>30. I can connect the poem's theme/s to the unit essential question by explaining how Polanco reveals the tension between personal authenticity and societal conformity.</p> <p>31. I can determine thematic concepts in <i>New York Day Women</i>, pt. 1, citing evidence to support my analysis.</p> <p>32. I can determine thematic concepts <i>New York Day Women</i>, pt. 2, citing evidence to support my analysis.</p> <p>33. I can determine the central idea of the story and explain how Danticat reveals the tension of being part of a diaspora, citing evidence to support my analysis.</p> <p>34. I can connect the story's central idea to the unit essential question by explaining how Danticat reveals the tension between personal authenticity and societal conformity.</p> <p>35. I can determine themes in <i>My Mother the Crazy African</i>.</p> <p>35. I can explain how Adichie portrays the tension between preserving culture and fitting into a new society.</p> <p>36. I can develop a thematic statement that explains what the story reveals about the struggle to stay authentic while adapting to another culture.</p> <p>37. I can explain how Adichie uses dialogue and tone to show how cultural misunderstanding affects identity and family relationships.</p> <p>38. I can connect the story's central idea to the unit essential question by explaining how Adichie reveals the tension between personal authenticity and societal conformity.</p> <p>39. I can plan my synthesis essay by selecting at least three texts, identifying a central argument that answers the essential question, and organizing evidence from at least three texts and analysis to support my claim. Prompt: How do diaspora authors reveal the tension between personal authenticity and societal conformity?</p> <p>40. I can begin drafting my synthesis essay addressing the essential question.</p>
Culminating Assessment	Students will write a synthesis essay with evidence from at least three texts responding to the essential question: How do diaspora authors reveal the tension between personal authenticity and societal conformity?



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Texts	Short Fiction <ul style="list-style-type: none">● <i>How to date a brown girl, ...</i> by Junot Diaz● <i>Fiesta, 1980</i> by Junot Diaz● <i>New York Day Women</i> by Edwidge Danticat● <i>The Paper Menagerie</i> by Ken Liu● <i>My Mother the Crazy African</i> by Chimamanda Ngozi Adichie Poetry <ul style="list-style-type: none">● <i>We Wear the Mask</i> by Paul Laurence Dunbar● <i>Diaspora</i> by Natasha Trethewey● <i>Immigrant Blues</i> by Li-Young Lee● <i>Let Me Try Again</i> by Pat Mora Video <ul style="list-style-type: none">● <i>The Danger of a Single Story</i> by Chimamanda Ngozi Adichie, Ted Talk with transcript
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● Padlet● Plickers
Reading/ Discussion Protocols	Writing Tasks <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative response● Synthesis essay Reading / Protocols <ul style="list-style-type: none">● 3-2-1



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- Three Reads
- Carousel Conversation
- Gallery Walk
- Say Something
- Station Rotation
- Jigsaw
- Turn & Talk

Unit 2

Dates	Nov 17th - Dec 12th
Unit Title	Cultural Storytelling: Folklore, Fear, and Morality
Essential Question	How do folktales and myths reflect a culture's fears, hopes, and moral values?
NGLS	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p> <p>11-12R3: In literary texts, analyze the impact of author's choices.</p> <p>11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.</p> <p>11-12R5: I: In literary texts, analyze how varied aspects of structure create meaning and affect the reader.</p>



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	<p>11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p> <p>11-12W2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Learning Targets	<ol style="list-style-type: none">1. I can explain what folklore is and explain why it's an important part of cultural preservation and identity.2. I can analyze how imagery and tone in <i>La Llorona</i> develop its theme and reveal what this legend teaches about guilt, motherhood, and fear in Latin American culture.3. I can explain how conflict and transformation in <i>The Magic Orange Tree</i> reveal Haitian cultural beliefs about justice, love, and betrayal.4. I can determine the central idea of <i>John Henry</i> and explain how the story's events and structure reveal African American cultural values of strength, dignity, and endurance.5. I can determine the theme of sacrifice and compassion in <i>The Jade Rabbit</i> and explain how symbolism helps reveal moral and spiritual values in Chinese culture.6. I can analyze how irony and character choices in <i>The Lion Makers</i> reveal Indian cultural lessons about wisdom, pride, and humility.7. I can analyze how plot structure and characterization in <i>Coyote and the Buffalo</i> reveal cultural teachings about greed, respect, and balance with nature.8. I can explain how the protagonist of <i>The Clever Girl</i> represents cultural values of intelligence, fairness, and justice in Tajik society.



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	<p>9. I can determine how setting and symbolism in <i>The Legend of the Peguche Waterfall</i> reflect Ecuadorian beliefs about nature, spirituality, and moral responsibility.</p> <p>10. I can plan my comparative literary analysis by writing a thesis statement and choosing and organizing evidence across at least four texts.</p> <p>11. I can write a comparative literary analysis explaining how folktales from different cultures use literary techniques to reveal shared truths about the human condition and the values each culture seeks to preserve. Prompt: How do folktales and myths reflect a culture's fears, hopes, and moral values?</p>
Culminating Assessment	Students will write a synthesis essay with evidence from at least three texts responding to the essential question: How do folktales and myths reflect a culture's fears, hopes, and moral values?
Texts	<p>Short Fiction</p> <ul style="list-style-type: none">● <i>La Llorona</i> – Latin American● <i>The Legend of the Peguche Waterfall</i> – Ecuadorian● <i>The People Could Fly</i> – African American● <i>John Henry</i> - African American● <i>Coyote and the Buffalo</i> – Native American, Okanogan Tribe● <i>The Jade Rabbit</i> – Chinese● <i>The Lion Makers</i> – Indian● <i>The Magic Orange Tree</i> – Haitian● <i>The Clever Girl</i> – Tajik <p>Nonfiction</p> <ul style="list-style-type: none">● <i>The Wisdom of Myth and Folklore: Why We Need Stories to Keep Us Alive as a Society</i> by The Conscious Club
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● Padlet● Plickers



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Reading/ Discussion Protocols	Writing Tasks <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Synthesis essay Reading / Discussion Protocols <ul style="list-style-type: none">● 3-2-1● Three Reads● Carousel Conversation● Gallery Walk● Say Something● Stations● Jigsaw● Turn & Talk
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Unit 3

Dates	Dec 15th - Jan 20th
Unit Title	Survival, Resistance, and the Human Spirit
Essential Question	How do people preserve identity and dignity under oppression or crisis?



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NGLS	<p>11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p> <p>11-12R3: In literary texts, analyze the impact of author's choices.</p> <p>11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.</p> <p>11-12R5: I: In literary texts, analyze how varied aspects of structure create meaning and affect the reader.</p> <p>11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p> <p>11-12W2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Learning Targets	<p>1. I can analyze how symbolism and structure in <i>Nineteen Thirty-Seven</i> by Edwidge Danticat reveal how memory and storytelling preserve dignity and cultural identity in the face of trauma.</p>



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2. I can explain how Danticat develops the theme of generational trauma and survival through the mother–daughter relationship in *Nineteen Thirty-Seven*.
3. I can evaluate how *Nineteen Thirty-Seven* connects historical memory to cultural identity and resistance.
4. I can explain how characterization and tone in *The Letter from Gaza* by Ghassan Kanafani reveal the struggle between exile and belonging, and how choosing to stay becomes an act of resistance.
5. I can analyze how Kanafani uses symbolism and imagery in *The Letter from Gaza* to show how love and sacrifice become forms of resilience.
6. I can analyze how imagery and symbolism in *The Flowers* by Alice Walker reveal the loss of innocence and the emotional cost of survival within an unjust society.
7. I can explain how Walker uses setting and tone in *The Flowers* to show how exposure to violence shapes personal awareness and maturity.
8. I can determine how point of view and imagery in *And of Clay Are We Created* by Isabel Allende reveal the human capacity for empathy, endurance, and moral strength during crisis.
9. I can analyze how Allende uses characterization and structure in *And of Clay Are We Created* to transform suffering into moral reflection and compassion.
10. I can evaluate how Allende’s narrative perspective reveals the emotional and psychological cost of witnessing tragedy in *And of Clay Are We Created*.
11. I can analyze how symbolism and structure in *The Red Candle* by Amy Tan reveal how women preserve dignity and identity under cultural and familial pressure.
12. I can explain how Tan uses imagery and generational storytelling in *The Red Candle* to show how women endure oppression while protecting family honor.
13. I can evaluate how *The Red Candle* reflects both personal and cultural survival within patriarchal traditions.
14. I can explain how setting, conflict, and cultural traditions in *The Man to Send Rain Clouds* by Leslie Marmon Silko reveal survival through spiritual and cultural blending.
15. I can analyze how Silko uses symbolism in *The Man to Send Rain Clouds* to show harmony between Native and Christian traditions as a form of endurance.
16. I can compare how authors from different cultures use literary elements to show how people preserve identity and dignity in times of oppression or crisis.



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	17. I can plan and draft a comparative literary analysis that explains how authors use theme, symbolism, and structure to reveal resilience and survival across cultures.
Culminating Assessment	Write a comparative literary analysis that answers the essential question: How do people preserve identity and dignity under oppression or crisis? Use evidence from at least four texts.
Texts	<ul style="list-style-type: none">● <i>Nineteen Thirty-Seven</i> by Edwidge Danticat (Haitian)● <i>The Letter from Gaza</i> by Ghassan Kanafani (Palestinian)● <i>The Flowers</i> by Alice Walker (African American)● <i>And of Clay Are We Created</i> by Isabel Allende (Latin American)● <i>The Red Candle</i> by Amy Tan (Chinese-American)● <i>The Man to Send Rain Clouds</i> by Leslie Marmon Silko (Native American)
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● Padlet● Plickers
Reading/ Discussion Protocols	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative response● Synthesis essay <p>Reading / Protocols</p> <ul style="list-style-type: none">● 3-2-1● Three Reads● Carousel Conversation● Gallery Walk



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- Say Something
- Station Rotation
- Jigsaw
- Turn & Talk

Rationale for Submission: Literature Across Cultures (Dual Credit, Grade 12)

The *Literature Across Cultures* pacing calendar represents a highly coherent, standards-aligned, and instructionally rigorous curriculum designed to prepare students for both college-level literary study and the NYS ELA Regents examination. The unit sequence demonstrates a clear and intentional vertical skill progression from comprehension and analysis to synthesis and evaluation, aligned with the Next Generation Learning Standards (11–12R1–R6, 11–12W1–W9, 11–12SL1, 11–12L3–L6). Each unit is built around an essential question that fosters deep inquiry into the relationship between culture, identity, and the human experience. Through a diverse and globally representative text set—including authors such as Edwidge Danticat, Ghassan Kanafani, Amy Tan, Leslie Marmon Silko, and Isabel Allende—students engage with themes of identity, resilience, and cultural preservation across time and geography.

The curriculum integrates culturally responsive and sustaining pedagogy, ensuring that students see their lived experiences and global perspectives reflected in the literature they study. The balance of canonical and contemporary works allows for both critical engagement and accessibility, promoting inclusivity while maintaining high academic expectations.

Instructional design is rooted in research-based literacy practices such as ACE (Answer, Cite, Explain) writing, structured discussion protocols (Socratic Seminar, Carousel, Jigsaw), and cross-text synthesis tasks. Each lesson sequence scaffolds students toward the culminating performance task: a comparative literary analysis essay that requires integration of evidence across multiple texts and cultures. These writing tasks mirror college composition standards and reinforce key Regents competencies in argument, analysis, and evidence-based reasoning.

Furthermore, the pacing calendar demonstrates effective backward design: every learning target, discussion, and formative writing task explicitly builds toward mastery of the essential question and the culminating essay. This intentional design ensures that instruction is focused, measurable, and aligned to both course outcomes and DOE performance expectations.

Continued

The unit collectively promotes:



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- Academic rigor and vertical alignment across skills and standards.
- Cultural and global literacy, reinforcing DOE priorities for equity and representation.
- Student-centered engagement through multimodal reading, discussion, and writing.
- College readiness through synthesis, comparative analysis, and critical inquiry.

In sum, this pacing calendar exemplifies excellence in curriculum design, blending cultural depth, literary analysis, and writing rigor to prepare students for success in both higher education and civic life. It reflects the instructional priorities of the DOE, the intellectual demands of a dual-credit course, and the holistic vision of *Literature Across Cultures* as both an academic and humanistic experience.