**Directions:** Complete the correct assignments to regain credit from your lowest standards OR simply boost your grade going into the final exam. (You can find your overall grade for each standard in Synergy). All assignments are due no later than Tuesday, May 12.

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| Standard | Assignment Title | Assignment Description/Requirements | Value  |
| Reading  | OPTIC Overview of World Lit  | You know how to analyze photos and other artwork using the OPTIC tool. For this option, you will pick one NEW, PREVIOUSLY NOT DISCUSSED IN CLASS photograph or painting to represent each unit. You must find the photo you wish to use, then complete an OPTIC on it. Make sure you focus on the conclusion, explaining how you can connect your chosen photo to that unit. (Note: You MUST turn in four photos and four OPTICs in order to receive credit for this assignment. The grade will then be based on quality of your analysis for each photo.)  | 100 |
| Writing | Persuasive Letter to English Teachers and School Leaders  |  As you may have heard, you are the last students who are taking World Literature! Next year, all 10th graders will instead take a class called Advanced Composition (basically, it will be more focused on writing in order to help prepare for 11th grade and the graduation writing test). However, some things from World Literature may continue to be taught in that course. What do you think 10th graders need to learn and do in English class? What do you think future teachers should take out of World Lit and use in Advanced Comp? (Think specifically about texts, lessons, and activities). Suggestion: Pick at least one thing from each unit. Write a persuasive letter to English teachers and school leaders, explaining your thoughts on what should be included or not. Make sure you use ethos, pathos, and logos to strengthen your argument (and highlight/underline your use of these appeals to prove that you know what they are!). Your letter should be approximately 500 words long and will be graded on your ideas, organization, style, and conventions.  | 100  |
| Speaking/Listening | Mini-Lesson to Review World Literature  | In order to help you and your peers review the course and prepare for the final exam, prepare a mini-lesson to reteach/review some important concepts that are on the common assessment. These will be presented during warm-up and closing times. You should plan on a 10-minute long presentation, where you spend approximately 4 minutes reviewing the concept and teaching the class, 4 minutes allowing the students to complete a brief activity, and then 2 minutes to summarize and answer questions. You will sign up for a time slot as soon as you tell your teacher you are doing this. Options: * Figurative Language - Persuasive Appeals
* Memoirs and Vignettes - Graphic Novels
* The Single Story - Dystopia
* Undocumented Immigrants - Writing Process
 | 100 |
| Language  | ABC Vocabulary Book  | Create a visual dictionary that includes one entry for each letter of the alphabet (26 total). Each entry should be a vocabulary word/term/concept/text/character/etc. that we discussed and learned about in World Literature. Every page/entry must include the word you have chosen, a definition (for a term) or explanation (for a concept), and a picture that shows clearly the meaning or significance. You will be graded on your choice of terms (how well they relate to World Literature), having correct definitions and explanations, and choice of images.  | 100  |

**In case you forgot about each unit… ☺**

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| **Unit 1: Identity, Culture, and the World****Major Texts:**“Body Ritual Among the Nacirema” *The House on Mango Street* by Sandra Cisneros*Funny in Farsi* by Firoozeh Dumas Poetry **Big Ideas:**IdentityCultureTraditions“Where I’m From” poems SymbolismFigurative Language MemoirsVignettesNarrative Writing Countries and Cultures of the World  | **Unit 2: Stereotypes and Immigration****Major Texts:**“God Grew Tired of Us”“The Danger of a Single Story” by Chimamanda Adichie“Actions are Illegal, Never People” by Jose Antonio Vargas “The Heartache of an Immigrant Family” by Sonia Nazario*Enrique’s Journey* by Sonia Nazario“Which Way Home”“What Would You Do?” **Big Ideas:**StereotypingThe Single StoryImmigrationUndocumented ImmigrantsRefugeesDiscrimination Persuasive Appeals (Ethos, Pathos, Logos)  |
| **Unit 3: Teen Angst – The Struggle is Real****Major Texts:***American Born Chinese* by Gene Yang**Big Ideas:**Teen AngstPersuasive Appeals (Ethos, Pathos, Logos)Persuasive WritingGraphic NovelsHuman Rights/Real World Issues * Human Trafficking
* Extreme Poverty
* Refugees
* Child Soldiers
* Child Marriage
* Living in a War
* Environmental Dangers
* Health Crises
 | **Unit 4: Dystopias of the Past, Present, and the Future****Major Texts:**“Harrison Bergeron”/ “2081” by Kurt Vonnegut, Jr. “2BR02B” by Kurt Vonnegut, Jr. *Anthem* by Ayn Rand **Big Ideas:**Dystopia vs. Utopia Protagonist DissentIllusionIndividuality vs. Conformity  |