

**Contemporary Issues in Literature and Composition
(English 12) Curriculum Map 2020-21**

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
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| Title | Coming of Age/Analyzing Literature for Personal Development (Understanding Self) | Developing Empathy/Understanding the Journey of Others (Understanding Others) | Developing Cultural Awareness (Becoming a Global Citizen) | Books to Movies/Examining Media Interpretation of Text (Depiction of Society in Film) |
| End of Unit Performance Task(s) | <p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>Catcher in the Rye</i> by JD Salinger <i>How the Garcia Girls Lost Their Accents</i> by Julia Alvarez <i>The Other Wes Moore</i> by Wes Moore <i>The Pursuit of Happyness</i> by Chris Gardner</p> <p>Summative Assessment 2-3 page essay in MLA format: Using your teacher-selected text, explain how a character evolves as a result of influences (societal, cultural, environmental) in his or her world.</p> | <p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>A Lesson Before Dying</i> by Ernest J. Gaines <i>The Adoration of Jenna Fox</i> by Mary E. Pearson <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon <i>When Breath Becomes Air</i> by Paul Kalanithi</p> <p>Summative Assessment 2-3 page essay in MLA format: Using your teacher-selected text, evaluate the importance of empathy as a means to understand one’s sense of self.</p> | <p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>Hillbilly Elegy</i> (excerpts) by JD Vance and <i>Educated</i> by Tara Westover (excerpts) <i>Born a Crime</i> by Trevor Noah <i>The Lines We Cross</i> by Randa Abdel-Fattah <i>The Namesake</i> by Jhumpa Lahiri</p> <p>Summative Assessment 5-7 pages plus a works cited page in MLA format: Using the following link, students are to select one TED talk (minimum of 15 minutes), and use it as a basis (primary source) for a research paper. After watching the talk, agree or disagree with the presenter’s perspective and find three additional sources (district databases) to support your position. https://www.ted.com/talks?topics%5B%5D=global+issues</p> | <p>Select ONE of the following texts OR EXCERPTS from multiple OR a title of choice:</p> <p><i>A Time to Kill</i> by John Grisham <i>Alexander Hamilton</i> by Ron Chernow “Kiss of the Spider Woman” by Manuel Puig <i>Love, Simon</i> by Becky Albertalli <i>Native Son</i> by Richard Wright <i>The Hunger Games</i> by Suzanne Collins <i>Unbroken</i> by Laura Hillenbrand</p> <p>Summative Assessment 2-3 pages in MLA format: Using your teacher-selected text/film, compare and contrast the two mediums. *Teacher will determine a more specific lens for comparison.</p> |
| Essential Questions/ Essential Understandings | <p>EQ1: How does one develop a sense of self based on his or her environment or experiences?</p> <p>EU1: Students will examine how an author conveys a powerful experience through his or her writing.</p> <p>EU2. Students will analyze how a writer's use of literary devices aids in crafting a piece of literature/writing.</p> <p>EU3. Students will learn to use context clues to understand language and draw meaning by evaluating difficult text</p> | <p>EQ1: How does one come to understand another person whose experiences differ from his or her own?</p> <p>EU1: Students will understand how another’s struggle can shape their own experiences.</p> <p>EU2. Students will examine the different language styles and text structures that writers use to communicate abstract and intangible ideas and beliefs.</p> | <p>EQ1: How do we further expand our understanding of ourselves based on the world around us?</p> <p>EQ2: Why is it necessary to become a global citizen?</p> <p>EU1: Students will understand that various external factors can influence an individual’s sense of understanding of the world.</p> <p>EU2: Students will further examine the different language styles and text structures writers use to communicate abstract and intangible ideas and beliefs.</p> <p>EU3: Students will learn how to gather credible information, organize important ideas, and produce an argument.</p> | <p>EQ1: To what extent does film accurately depict the worlds created in literature?</p> <p>EU1: Students will identify the necessary changes made when adapting literature to film.</p> <p>EU2: Students will compare their perceptions of character and setting to actual depictions in film.</p> <p>EU3: Students will explore how society is illustrated in film.</p> |

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| Texts | <p>Supportive Texts Short Story “The Body” by Stephen King “An Occurrence at Owl Creek Bridge” by Ambrose Bierce Essay “My Mother Never Worked” by Bonnie Smith-Yackel (in Patterns) Poem “Aristotle (Poetry)” by Billy Collins (in Patterns) Speech “You are not Special” by David McCullough, Jr. “An Open Letter from a Millennial: Quit Telling Us We’re not Special” 1090L</p> | <p>Supportive Texts Short Story “The Sniper” by Liam O’Flaherty “The Fly” by Katherine Mansfield “Mallam Sile” by Mohammed Naseehu Ali {HRH Collections} Essay “Just Walk On By” by Brent Staples (in Patterns) “Inked Well” by David Kirby (in Patterns) Poem “Where the Sidewalk Ends” by Shel Silverstein Novel <i>Becoming</i> by Michelle Obama</p> | <p>Supportive Texts Short Story “Barn Burning” by William Faulkner “American History” by Judith Ortiz Cofer Essay “Nacirema” by Horace Miner “The ‘Black Table’ is Still There” by Lawrence Otis Graham (in Patterns) Speech “We Could Lose These Conditions” by Al Gore {2018} Poem “The Crowd at the Ballgame” by William Carlos Williams “The Rose That Grew From Concrete” by Tupac Shakur “Danger of A Single Story” by Chimamanda Ngozi</p> | <p>Supportive Texts Short Story “Ender’s Game” by Orson Scott Carol Essay “A Movie Made Me Do It” by Oliver Stone Speech “You Are Not the Future, You’re the Present” by Jimmy Fallon</p> |
| Increasing Text Complexity (Lexile Bands) | <p><i>Catcher in the Rye</i> by JD Salinger 790 <i>The Pursuit of Happyness</i> by Chris Gardner <i>The Other Wes Moore</i> by Wes Moore 990 <i>How the Garcia Girls Lost Their Accents</i> by Julia Alvarez 950</p> | <p><i>When Breath Becomes Air</i> by Paul Kalanithi <i>The Adoration of Jenna Fox</i> by Mary E. Pearson 570 <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon 1090 <i>A Lesson Before Dying</i> by Ernest J. Gaines 750 <i>Becoming</i> by Michelle Obama</p> | <p><i>Hillbilly Elegy</i> by JD Vance <i>The Lines We Cross</i> by Randa Abdel-Fattah 690 <i>Born a Crime</i> by Trevor Noah 900 <i>The Namesake</i> by Jhumpa Lahiri 1140</p> | <p><i>A Time to Kill</i> by John Grisham 770 <i>Native Son</i> by Richard Wright 700 <i>The Hunger Games</i> by Suzanne Collins 810 <i>Unbroken</i> by Laura Hillenbrand 1010 <i>Love, Simon</i> by Becky Albertalli 640 <i>Alexander Hamilton</i> by Ron Chernow 1280</p> |
| Content Connections | Teacher selected pieces from Newsela | Teacher selected pieces from Newsela | Teacher selected pieces from Newsela | Teacher selected pieces from Newsela |
| Reading Standards Central to Unit | <p>RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL. 11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> | | | |

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| <p style="text-align: center;">Writing Standards Central to Unit</p> | <p>W11-12.2: 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>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p> <p>W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | | | |
| <p style="text-align: center;">Speaking/ Listening Standards Central to Unit</p> | <p>SL 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p> | | | |
| <p style="text-align: center;">Language Standards Central to Unit</p> | <p>L11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | | | |
| <p style="text-align: center;">Grammar</p> | <p>Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website</p> | <p>Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website</p> | <p>Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website</p> | <p>Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website</p> |
| <p style="text-align: center;">Vocabulary Focus</p> | <p>Sadlier Vocabulary Workshop, Level G Units 1-4</p> <p>Vocabulary embedded in anchor texts</p> | <p>Sadlier Vocabulary Workshop, Level G Units 5-8</p> <p>Vocabulary embedded in anchor texts</p> | <p>Sadlier Vocabulary Workshop, Level G Units 9-12</p> <p>Vocabulary embedded in anchor texts</p> | <p>Sadlier Vocabulary Workshop, Level G Units 13-15</p> <p>Vocabulary embedded in anchor texts</p> |