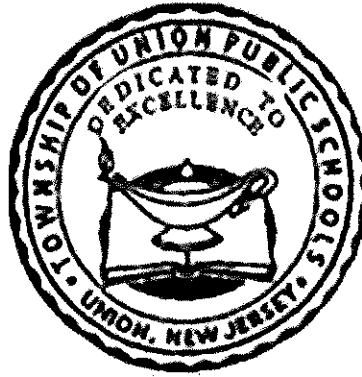


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

EN413S

Literature of Contemporary Society

Adopted 06/2018

Course Description

This course is designed to create a bridge from current societal issues to contemporary fiction. In previous years, students have read literature that relates to a period, culture or an overarching theme but this course is based solely on student's lives in society. Many of today's authors' use their writing to reflect the society they live in and the social issues faced on a daily basis. For our students to become twenty-first-century learners, they must be able to see the relationship between literature and society. This relationship will lead to class discussions, tie-ins to both nonfiction literature and articles from current periodicals and multimedia presentations. Students will be annotating the text, writing critical essays and using various sources in conjunction with the literature introduced in class to help broaden their minds about their society today.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RI.11-12.1	W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.7	SL.11-12.1	L.11-12.1
Unit 2	RL.11-12.2 RL.11-12.4 RI.11-12.1 RI.11-12.5 RI.11-12.6 RI.11-12.7	W.11-12.1 W.11-12.1.A W.11-12.1.B W.11-12.1.D W.11-12.1.E W.11-12.3 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8	SL.11-12.1 SL.11-12.1.A SL.11-12.1.D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2 L.11-12.5 L.11-12.6
Unit 3	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RI.11-12.3 RI.11-12.5 RI.11-12.6	W.11-12.2 W.11-12.2.B W.11-12.2.C W.11-12.2.D W.11-12.4 W.11-12.10	SL.11-12.1 SL.11-12.1A SL.11-12.1B SL.11-12.1.D	L.11-12.1 L.11-12.2 L.11-12.6
Unit 4	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.6	W.11-12.2 W.11-12.2.A W.11-12.2.B W.11-12.2.E W.11-12.2.4 W.11-12.2.8 W.11-12.2.9	SL.11-12.1.B SL.11-12.1.C SL.11-12.1.D SL.11-12.2 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.3

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	15 days
Unit 2	30 days
Unit 3	30 days
Unit 4	15 days

Unit 1: Senior Topics Bootcamp

Unit Summary

During the first three weeks of this course, the students will be in an intensive refresher of the skills they have learned during their previous years in ELA courses. These weeks will ensure that students have a model of expectation for the upcoming two marking periods before diving into the literature of the course. The students will review reading strategies such as annotating the text, looking for the theme and determining pertinent information from the text. The writing section will contain MLA formatting, citations and a review of how to effectively research using the internet.

Essential Questions

What skills are needed to be successful in Literature and Contemporary Society?
 How will I build upon the skills I learned in my previous ELA classes during my Senior year?
 As a Senior in High School, what lens should I view literature through?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
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.	RL.11-12.2
	RL.11-12.4

<p>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>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>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RL.11-12.5</p> <p>RI.11-12.1</p>
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Suggested Materials/Educational Resources

<p>Excerpts from "How to Read Literature Like a Professor" by Thomas C Forrester NYT articles <u>"The Moral Bucketlist"</u> by David Brooks <u>"A&P"</u> by John Updike Excerpts from "The Geeks Shall Inherit the World" by Alexandra Robbins <u>"How to Survive the College Admissions Madness"</u> by Frank Bruni Vocabulary lists from Sadlier Oxford Letter H</p>
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WRITING	
Critical Knowledge and Skills	Standards
<p>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.11-12.1</p> <p>W.11-12.4</p>

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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>W.11-12.7</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Excerpts from “How to Read Literature Like a Professor” by Thomas C Forrester NYT articles <u>“The Moral Bucketlist”</u> by David Brooks <u>“A&P”</u> by John Updike Excerpts from “The Geeks Shall Inherit the World” by Alexandra Robbins <u>“How to Survive the College Admissions Madness”</u> by Frank Bruni Vocabulary lists from Sadlier Oxford Letter H</p>	

<p>SPEAKING AND LISTENING</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>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.11-12.1</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Excerpts from “How to Read Literature Like a Professor” by Thomas C Forrester NYT articles <u>“The Moral Bucketlist”</u> by David Brooks <u>“A&P”</u> by John Updike Excerpts from “The Geeks Shall Inherit the World” by Alexandra Robbins <u>“How to Survive the College Admissions Madness”</u> by Frank Bruni Vocabulary lists from Sadlier Oxford Letter H</p>	

<p>LANGUAGE</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>Demonstrate command of the conventions of standard English</p>	<p>L.11-12.1</p>

capitalization, punctuation, and spelling when writing.

Suggested Materials/Educational Resources

Excerpts from “How to Read Literature Like a Professor” by Thomas C Forrester
NYT articles
“The Moral Bucketlist” by David Brooks
“A&P” by John Updike
Excerpts from “The Geeks Shall Inherit the World” by Alexandra Robbins
“How to Survive the College Admissions Madness” by Frank Bruni
Vocabulary lists from Sadlier Oxford Letter H

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none">• Pre-reading NoRedink.com assessment• Do Nows• Journal Entries• Annotations Post-it quiz• MLA citation quiz• Vocabulary Quiz	<ul style="list-style-type: none">• Fresh Piece of Literature Assessment
District/School Texts	District/School Supplementary Materials
	<i>Scholastic Upfront Magazines</i>

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

<https://drive.google.com/drive/u/0/folders/0B1RD06agSchHcDIPTTFXLVIZRXc>

Unit 2: Social Justice in America

Unit Summary

Students will break apart the definition of social justice and delve into the various types of social justice found in America today. There will be a study of how different mediums focus on this topic: literature, music, poetry, and photography. By being able to compare America as a society to other countries students will begin to see how life in America compares to other countries regarding struggles and successes. By delving into the lives of characters who live in a society today and those that live in the recent past students will be able to formulate an understanding of how people in society view one another. Students will research one specific section of social justice throughout the unit and create a multimedia presentation showing their research to be presented to the class.

Essential Questions

- What are the different types of social injustice that can be found in America today?
- How does literature show America's reaction to social injustice?
- How do people react to those who do not have the same views as they do?
- Why is it important for people & cultures to construct narratives about their experiences?
- When is it necessary to question the status quo? Who decides that moment?
- What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her true character?
- What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
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.	RL.11-12.2
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RL.11-12.4
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves	RI.11-12.1

<p>matters uncertain.</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>RI.11-12.5</p> <p>RI.11-12.6</p> <p>RI.11-12.7</p>
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Suggested Materials/Educational Resources

The Hate U Give by Angie Thomas
 Ted Talk: *Color Blind or Color Brave*
 Ted Talk: *The Danger of Silence*
 Excerpts from Between the World and Me by Ta-Nehisi Coates
 Music from *Kendrick Lamar*
 Music video "This is America" by Childish Gambino
 "So What Are You, Anyway" Lawrence Hill
 "Geraldo No Last Name" by Sandra Cisneros
 "Still I Rise" by Maya Angelou
 Articles from teachingtolerance.org
 Vocabulary from Sadlier-Oxford level H

WRITING	
Critical Knowledge and Skills	Standards
<p>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>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which</p>	<p>W.11-12.1</p> <p>W.11-12.1.A</p>

<p>precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	
<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	W.11-12.1.B
<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	W.11-12.1.D
<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	W.11-12.1.E
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	W.11-12.3
<p>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.</p>	W.11-12.5
<p>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>	W.11-12.6
<p>Conduct short as well as more sustained</p>	

<p>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>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>W.11-12.7</p> <p>W.11-12.8</p>
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Suggested Materials/Educational Resources

The Hate U Give by Angie Thomas
 Ted Talk: *Color Blind or Color Brave*
 Ted Talk: *The Danger of Silence*
 Excerpts from *Between the World and Me* by Ta-Nehisi Coates
 Music from *Kendrick Lamar*
 Music video "This is America" by Childish Gambino
 "So What Are You, Anyway" Lawrence Hill
 "Geraldo No Last Name" by Sandra Cisneros
 "Still I Rise" by Maya Angelou
 Articles from teachingtolerance.org
 Vocabulary from Sadlier-Oxford level H

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<p>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>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation</p>	<p>SL.11-12.1</p> <p>SL.11-12.1.A</p>

<p>by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	SL.11-12.1.D
<p>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>	SL.11-12.2
<p>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>	SL.11-12.3
<p>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>	SL.11-12.4
<p>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</p>	SL.11-12.5

interest.	
Suggested Materials/Educational Resources	
<p><u>The Hate U Give</u> by Angie Thomas Ted Talk: <i>Color Blind or Color Brave</i> Ted Talk: <i>The Danger of Silence</i> Excerpts from <u>Between the World and Me</u> by Ta-Nehisi Coates Music from <i>Kendrick Lamar</i> Music video “This is America” by Childish Gambino “So What Are You, Anyway” Lawrence Hilll “Geraldo No Last Name” by Sandra Cisneros “Still I Rise” by Maya Angelou Articles from teachingtolerance.org Vocabulary from Sadlier-Oxford level H</p>	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.2
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;	L.11-12.5
demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
<p><u>The Hate U Give</u> by Angie Thomas Ted Talk: <i>Color Blind or Color Brave</i> Ted Talk: <i>The Danger of Silence</i> Excerpts from <u>Between the World and Me</u> by Ta-Nehisi Coates Music from <i>Kendrick Lamar</i> Music video “This is America” by Childish Gambino</p>	

"So What Are You, Anyway" Lawrence Hill
 "Geraldo No Last Name" by Sandra Cisneros
 "Still I Rise" by Maya Angelou
 Articles from teachingtolerasnce.org
 Vocabulary from Sadlier-Oxford Level H
 Noredink.com

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Quotation Pre-reading Gallery Walk Do Nows Quote analysis TED Talk Worksheets Novel Checks Post-it annotation quizzes Class discussion Group debates Double Entry Journals Socratic Seminars		Novel Test Journals MLA paper and presentation
District/School Texts		District/School Supplementary Materials
The Hate U Give by Angie Thomas		Upfront Magazine
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
MLA documented research paper and presentation.	Thesis development and support, citations, proper MLA formatting Presentation of information learned.	Proper language and grammar.

Unit 3: Family Dynamics

Unit Summary

Students will focus on the role of the family in literature, how that role has changed from their childhood to the present day. By starting the unit discussing how families are shown in children's book the reflection will focus on how the role of family has evolved over the years. In the study of The Glass Castle, the positive and negative impact a family can have on a person's life will be explored. This study will be continued as student's look at the impact one's family can have on education and a person's well being. Students will look at various familial relationship during this unit which will culminate in the creation of an argumentative essay about the role of families in literature.

Essential Questions

- What makes a family?

- How do a person's childhood and family experiences shape them?
- What impact does child abuse or neglect have on the child?
- What are some of the ramifications of child abuse?

READING	
Critical Knowledge and Skills	Standards
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	RL.11-12.1
<p>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>	RL.11-12.3
<p>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>	RL.11-12.4
<p>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>	RL.11-12.5
<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	RI.11-12.3

<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>RI.11-12.5</p>
<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>RI.11-12.6</p>

Suggested Materials/Educational Resources

<p>The Glass Castle Book Review <u>"Life on the Streets"</u> by Nate Schweber <u>"Invisible Child"</u> by Andrea Elliot Excerpts from <u>A Child Called It</u> by David Pelzer Excerpts from <u>Geeks Shall Inherit the Earth</u> by Alexandra Robbins "Two Kinds" by Amy Tan "Where are you going, Where have you been?" by Joyce Carol Oates "Back to My Own Country" by Andrea Levy 'Legacies" by Nikki Giovanni Vocabulary from Sadlier-Oxford Level H</p>

WRITING	
Critical Knowledge and Skills	Standards
<p>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.11-12.2</p>
<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>W.11-12.2.B</p>
<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</p>	<p>W.11-12.2.C</p>

<p>concepts.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.11-12.2.D</p> <p>W.11-12.4</p> <p>W.11-12.10</p>
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Suggested Materials/Educational Resources

The Glass Castle Book Review
 “Life on the Streets” by Nate Schweber
 “Invisible Child” by Andrea Elliot
 Excerpts from A Child Called It by David Pelzer
 Excerpts from Geeks Shall Inherit the Earth by Alexandra Robbins
 “Two Kinds” by Amy Tan
 “Where are you going, Where have you been?” by Joyce Carol Oates
 “Back to My Own Country” by Andrea Levy
 ‘Legacies’ by Nikki Giovanni
 Vocabulary from Sadlier-Oxford Level H

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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.11-12.1</p>
<p>Come to discussions prepared, having read and researched material under</p>	<p>SL.11-12.1A</p>

<p>study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL.11-12.1B</p> <p>SL.11-12.1.D</p>
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Suggested Materials/Educational Resources

<p><u>The Glass Castle Book Review</u> <u>"Life on the Streets"</u> by Nate Schweber <u>"Invisible Child"</u> by Andrea Elliot Excerpts from <u>A Child Called It</u> by David Pelzer Excerpts from <u>Geeks Shall Inherit the Earth</u> by Alexandra Robbins "Two Kinds" by Amy Tan "Where are you going, Where have you been?" by Joyce Carol Oates "Back to My Own Country" by Andrea Levy "Legacies" by Nikki Giovanni Vocabulary from Sadlier-Oxford Level H</p>
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LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.11-12.1</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>L.11-12.2</p>

when writing. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
<p>The Glass Castle Book Review “Life on the Streets” by Nate Schweber “<u>Invisible Child</u>” by Andrea Elliot Excerpts from <u>A Child Called It</u> by David Pelzer Excerpts from <u>Geeks Shall Inherit the Earth</u> by Alexandra Robbins “Two Kinds” by Amy Tan “Where are you going, Where have you been?” by Joyce Carol Oates “Back to My Own Country” by Andrea Levy ‘Legacies’ by Nikki Giovanni Vocabulary from Sadlier-Oxford Level H</p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Pre-reading children’s book jigsaw Journals Post-it annotations Writing assignments Chalk talk Reading check quizzes Double entry journals Socratic seminars Class discussions and debates	MLA essay	
District/School Texts	District/School Supplementary Materials	
<u>The Glass Castle</u> by Jeannette Walls	Upfront Magazine	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
MLA documented research paper.	Thesis development and support, citations, proper MLA formatting	Proper language and grammar.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/drive/u/0/folders/0B1RD06agSchHcDIPTTFXLVIZRXc

Unit #4: Culminating Project

Unit Summary

Students will be responsible for reading a novel of their choice that deals with the topics discussed in this course. The students will have their novels preapproved and will be reading the material throughout the second half of the course. One prevalent theme will be picked out from their reading, and the students will research this topic to demonstrate the skills they have learned through this course. The final project will be multifaceted including writing, multimedia, and oral presentation and will demonstrate a mastery of the skills and topics found in Literature and Contemporary society.

Essential Questions

How can information researched be shared with an audience?
 What influence does society have on literature?

READING	
Critical Knowledge and Skills	Standards
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RL.11-12.1</p>
<p>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.11-12.4</p>
<p>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.11-12.5</p>
<p>Analyze a case in which grasping a point of view requires distinguishing what is</p>	

directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6
Suggested Materials/Educational Resources	

WRITING	
Critical Knowledge and Skills	Standards
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.	W.11-12.2
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	W.11-12.2.A
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	W.11-12.2.B
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.2.E
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.2.4

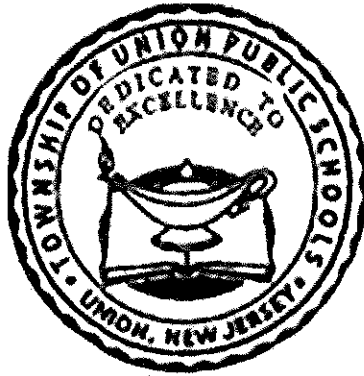
<p>presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Present information, findings, and supporting evidence, 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>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.11-12.2</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p>
Suggested Materials/Educational Resources	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.11-12.1</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.11-12.3</p>
Suggested Materials/Educational Resources	

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Formal conferences with students Check ins regarding the book Book Shares Journal Entries Class Discussion		MLA formatted research paper Multimedia presentation
District/School Texts		District/School Supplementary Materials
		Upfront Magazine
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
MLA documented research paper and presentation.	Thesis development and support, citations, proper MLA formatting Presentation of information learned.	Proper language and grammar.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN414S
Literature of Identity and Growth**

Adopted 06/2018

Course Description

Literature of Identity and Growth will be modeled after and implemented like a college English class. Student will practice literary analysis through discussion and formal and creative applications. The course will explore literature that speaks to the sculpting of young adults in all facets as well as features young adults and their transition to the “real world”

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.1. W.11-12.3 W.11-12.4 W.11-12.5. W.11-12.6. W.11-12.7 W.11-12.8. W.11-12.9. W.11-12.10	SL.11-12.1	L.11-12.1. L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.6
Unit 2	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6. RL.11-12.10 RI.11-12.1 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.1. W.11-12.2 W.11-12.4 W.11-12.5. W.11-12.6. W.11-12.7 W.11-12.8. W.11-12.9. W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5	L.11-12.1. L.11-12.2 L.11-12.3. L.11-12.4. L.11-12.5 L.11-12.6.
Unit 3	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6. RL.11-12.10 RI.11-12.1 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.1. W.11-12.4 W.11-12.5. W.11-12.6. W.11-12.7 W.11-12.8. W.11-12.9. W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5	L.11-12.1. L.11-12.2 L.11-12.3. L.11-12.4. L.11-12.5 L.11-12.6.

Unit 4	RI.11-12.1	W.11-12.3		L.11-12.1.
	RI.11-12.4	W.11-12.4		L.11-12.2
	RI.11-12.6	W.11-12.5	SL.11-12.1	L.11-12.3.
	RI.11-12.7	W.11-12.6	SL.11-12.2	L.11-12.4.
	RI.11-12.10	W.11-12.9	SL.11-12.4	L.11-12.5
		W.11-12.10	SL.11-12.5	L.11-12.6.

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	15 days
Unit 2	30 days
Unit 3	30 days
Unit 4	15 days

Unit 1: Reading, Writing & Research

Unit Summary

This introductory unit will set the standards for work throughout the semester. Students will review proper formatting and expectations for reading and writing throughout the

course. Additionally, students will learn/review in-depth researching techniques to inform later projects.

Essential Questions

What are the essential skills a student needs to be successful in higher education?
 What does it mean to “come of age”?

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10
Suggested Materials/Educational Resources	
<u>The Rise and Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5.
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
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.	W.11-12.7
Gather relevant information from multiple authoritative print and digital sources,	W.11-12.8.

using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10
Suggested Materials/Educational Resources	
<u>The Rise and Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Suggested Materials/Educational Resources	
<u>Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage	L.11-12.1.

when writing or speaking.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
<u>The Rise and Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Article annotations Writing drafts Discussion Logs		Final writings Reading assessments
District/School Texts		District/School Supplementary Materials
n/a		Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Introduction writing/College or Scholarship essay	Narrative writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA	Grammar and writing

	formatting	conventions
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INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Close Reading and Annotation Guide</u> <u>Research Guides 9-12</u> <u>Purdue OWL</u> <u>Sadlier Vocabulary Workshop Level H resources</u>

Unit 2: Exploring Identity
<p><u>Unit Summary</u> This unit explores the concept of identity and the role that it plays in a person’s coming of age. Students will read stories and poems that consider identity, the struggle for identity, and the ways in which people define/“find” their identity. Students will consider written and media texts such as <i>The Perks of Being a Wallflower</i>, short stories, poems, nonfiction articles, TEDtalks, print media, and films.</p>
<p><u>Essential Questions</u> What is identity? What factors play a role in creating identity? What role does identity play in coming of age?</p>

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Analyze the impact of the author’s choices	RL.11-12.3

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).	
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. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
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.	RL.11-12.5
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).	RL.11-12.6.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RL.11-12.10
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10

Suggested Materials/Educational Resources

The Perks of Being a Wallflower (novel and film)

Selected Poems:

- "I, too" (Hughes)
- "Phenomenal Woman" (Angelou)
- "Theme for English B" (Hughes)
- "Haircut" (Alexander)
- "A Song in the Front Yard" (Brooks)

Selected Short Stories:

- "Indian Education" (Alexie)
- "Ordinary Pain" (Lowenthal)
- "The Talk" (Soto)
- "The Jacket" (Soto)
- "The Neighborhood" (Gordon)
- "My Name" (Cisneros)
- "The Body Politic" (Weesner)
- "The Wrong Lunch Line" (Mohr)
- "Jump or Dive" (Cameron)
- "On the Road at Eighteen" (Hua)
- "Sea Urchin" (Lee)

Selected NonFiction:

- TEDtalk: The Danger of a Single Story
- "What Your Most Vivid Memories Say About You" (CommonLit)
- "What Adolescents Miss When We Let Them Grow Up in Cyberspace" (CommonLit)
- "Split at the Root" (Rich)
- "The Ugly Tourist" (Kincaid)
- "No Name Woman" (Kingston)

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts,	W.11-12.1.

using valid reasoning and relevant and sufficient evidence.	
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	W.11-12.2
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5.
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
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.	W.11-12.7
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,	W.11-12.8.

and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10
Suggested Materials/Educational Resources	
<p><i>The Perks of Being a Wallflower</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> ● "I, too" (Hughes) ● "Phenomenal Woman" (Angelou) ● "Theme for English B" (Hughes) ● "Haircut" (Alexander) ● "A Song in the Front Yard" (Brooks) <p>Selected Short Stories:</p> <ul style="list-style-type: none"> ● "Indian Education" (Alexie) ● "Ordinary Pain" (Lowenthal) ● "The Talk" (Soto) ● "The Jacket" (Soto) ● "The Neighborhood" (Gordon) ● "My Name" (Cisneros) ● "The Body Politic" (Weesner) ● "The Wrong Lunch Line" (Mohr) ● "Jump or Dive" (Cameron) ● "On the Road at Eighteen" (Hua) ● "Sea Urchin" (Lee) <p>Selected NonFiction:</p> <ul style="list-style-type: none"> ● TEDtalk: The Danger of a Single Story ● "What Your Most Vivid Memories Say About You" (CommonLit) ● "What Adolescents Miss When We Let Them Grow Up in Cyberspace" (CommonLit) ● "Split at the Root" (Rich) ● "The Ugly Tourist" (Kincaid) ● "No Name Woman" (Kingston) 	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.	SL.11-12.5
Suggested Materials/Educational Resources	
<p><i>The Perks of Being a Wallflower</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> ● "I, too" (Hughes) ● "Phenomenal Woman" (Angelou) ● "Theme for English B" (Hughes) ● "Haircut" (Alexander) ● "A Song in the Front Yard" (Brooks) <p>Selected Short Stories:</p> <ul style="list-style-type: none"> ● "Indian Education" (Alexie) ● "Ordinary Pain" (Lowentahal) ● "The Talk" (Soto) ● "The Jacket" (Soto) ● "The Neighborhood" (Gordon) ● "My Name" (Cisneros) ● "The Body Politic" (Weesner) ● "The Wrong Lunch Line" (Mohr) ● "Jump or Dive" (Cameron) ● "On the Road at Eighteen" (Hua) ● "Sea Urchin" (Lee) <p>Selected NonFiction:</p>	

- TEDtalk: The Danger of a Single Story
- “What Your Most Vivid Memories Say About You” (CommonLit)
- “What Adolescents Miss When We Let Them Grow Up in Cyberspace” (CommonLit)
- “Split at the Root” (Rich)
- “The Ugly Tourist” (Kincaid)
- “No Name Woman” (Kingston)

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
Suggested Materials/Educational Resources	
<i>The Perks of Being a Wallflower</i> (novel and film) Selected Poems: <ul style="list-style-type: none"> ● “I, too” (Hughes) 	

- "Phenomenal Woman" (Angelou)
- "Theme for English B" (Hughes)
- "Haircut" (Alexander)
- "A Song in the Front Yard" (Brooks)

Selected Short Stories:

- "Indian Education" (Alexie)
- "Ordinary Pain" (Lowentahal)
- "The Talk" (Soto)
- "The Jacket" (Soto)
- "The Neighborhood" (Gordon)
- "My Name" (Cisneros)
- "The Body Politic" (Weesner)
- "The Wrong Lunch Line" (Mohr)
- "Jump or Dive" (Cameron)
- "On the Road at Eighteen" (Hua)
- "Sea Urchin" (Lee)

Selected NonFiction:

- TEDtalk: The Danger of a Single Story
- "What Your Most Vivid Memories Say About You" (CommonLit)
- "What Adolescents Miss When We Let Them Grow Up in Cyberspace" (CommonLit)
- "Split at the Root" (Rich)
- "The Ugly Tourist" (Kincaid)
- "No Name Woman" (Kingston)

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Article annotations Writing drafts Discussion Logs Small Group discussion sessions		Final writings Reading assessments
District/School Texts		District/School Supplementary Materials
<i>Perks of Being a Wallflower</i>		<i>Pearson Writer's Coach</i> <i>Sadlier Vocabulary Level H</i>
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Literary Analysis	Informative/Explanatory Writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA formatting	Grammar and writing conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Close Reading and Annotation Guide</u> <u>Research Guides 9-12</u>

Unit 3: Growth

Unit Summary

This unit explores the concept of growth and the role that it plays in a person's coming of age. Students will read stories and poems that consider growth, the life experiences that inform that growth, and the ways in which people help each other to grow. Students will consider written and media texts such as *The Five People You Meet in Heaven*, short stories, poems, nonfiction articles, TEDtalks, print media, and films.

Essential Questions

How do people in our lives influence our growth?
 How do the events in our lives impact our growth?
 What role does growth play in coming of age?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
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).	RL.11-12.3
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. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
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.	RL.11-12.5

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).	RL.11-12.6.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RL.11-12.10
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10
Suggested Materials/Educational Resources	
<p><i>The Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> ● "All that is Gold does not Glitter" (Tolkein) ● "Mother to Son" (Hughes) ● "A rose that Grew From Concrete" (Shakur) ● "Still I Rise" (Angelou) <p>Selected Short Stories:</p>	

- “Eyes and Teeth” (Coleman)
- excerpt from *How the Garcia Girls Lost Their Accents* (Alvarez)
- “Marigolds” (Collier)
- “Everything in This Country Must” (McCann)
- “How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie” (Diaz)
- “Drinking Coffee Elsewhere” (Packer)

Selected NonFiction:

- “He and I” (Ginzburg)
- Excerpts from *Walking to Listen* (Forsthoefel)
- TEDtalk: Everyday Leadership (Dudley)

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1.
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5.
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
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	W.11-12.7

multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	W.11-12.8.
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10

Suggested Materials/Educational Resources

<p><i>The Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> ● "All that is Gold does not Glitter" (Tolkein) ● "Mother to Son" (Hughes) ● "A rose that Grew From Concrete" (Shakur) ● "Still I Rise" (Angelou) <p>Selected Short Stories:</p> <ul style="list-style-type: none"> ● "Eyes and Teeth" (Coleman) ● excerpt from <i>How the Garcia Girls Lost Their Accents</i> (Alvarez) ● "Marigolds" (Collier) ● "Everything in This Country Must" (McCann) ● "How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie" (Diaz) ● "Drinking Coffee Elsewhere" (Packer) <p>Selected NonFiction:</p> <ul style="list-style-type: none"> ● "He and I" (Ginzburg) ● Excerpts from <i>Walking to Listen</i> (Forsthoefel) ● TEDtalk: Everyday Leadership (Dudley)

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.	SL.11-12.5

Suggested Materials/Educational Resources

The Five People You Meet in Heaven (novel and film)

Selected Poems:

- “All that is Gold does not Glitter” (Tolkein)
- “Mother to Son” (Hughes)
- “A rose that Grew From Concrete” (Shakur)
- “Still I Rise” (Angelou)

Selected Short Stories:

- “Eyes and Teeth” (Coleman)
- excerpt from *How the Garcia Girls Lost Their Accents* (Alvarez)
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Selected NonFiction:

- “He and I” (Ginzburg)
- Excerpts from *Walking to Listen* (Forsthoefel)
- TEDtalk: Everyday Leadership (Dudley)

LANGUAGE

Critical Knowledge and Skills	Standards
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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6

Suggested Materials/Educational Resources

The Five People You Meet in Heaven (novel and film)

Selected Poems:

- “All that is Gold does not Glitter” (Tolkein)
- “Mother to Son” (Hughes)
- “A rose that Grew From Concrete” (Shakur)
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Selected NonFiction:

- "He and I" (Ginzburg)
- Excerpts from *Walking to Listen* (Forsthoefel)
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ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Article annotations Writing drafts Discussion Logs Small Group discussion sessions		Final writings Reading assessments
District/School Texts		District/School Supplementary Materials
<i>The Five People You Meet in Heaven</i>		Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Literary Analysis	Argumentative Writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA formatting	Grammar and writing conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide <u>Research Guides 9-12</u> Purdue OWL

Unit 4: Capstone Project
Unit Summary This is the culmination of this course and will showcase the understandings that students have come to about identity, growth, and coming of age.
Essential Questions How have I come of age? Or have I?

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine the meaning of words and	RI.11-12.4

phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10
Suggested Materials/Educational Resources	
excerpts from <i>The Last Lecture</i> (novel & film) Selected TEDtalks Selected Moth Stories	

WRITING	
Critical Knowledge and Skills	Standards
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
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.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style),	W.11-12.5.

focusing on addressing what is most significant for a specific purpose and audience.	
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● excerpts from <i>The Last Lecture</i> (novel & film) ● Selected TEDtalks ● Selected Moth Stories 	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to	SL.11-12.5

enhance understanding of findings, reasoning, and evidence and to add interest.	
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● excerpts from <i>The Last Lecture</i> (novel & film) ● Selected TEDtalks ● Selected Moth Stories 	

LANGUAGE	
Critical Knowledge and Skills	Standards
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Suggested Materials/Educational Resources	
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- Selected Moth Stories

ASSESSMENT PLAN		
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Article annotations Writing drafts Discussion Logs Small Group discussion sessions		Final writings/Capstone project
District/School Texts		District/School Supplementary Materials
n/a		Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Photo Essay	Narrative writing	Grammar and writing conventions
Presentation	Presenting Information	Integrating multiple sources

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide
Research Guides 9-12
Purdue OWL