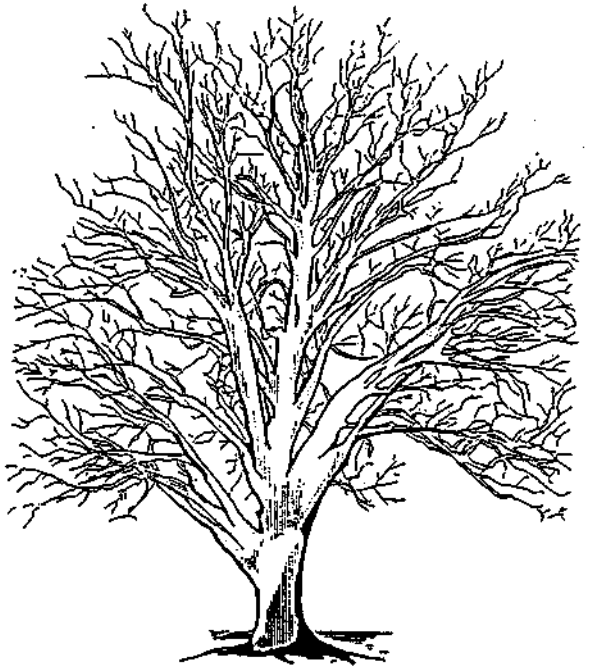
Monroe Township Schools



Curriculum Management System

Contemporary Issues in Fiction and Non-Fiction

Grade 12

May 2007

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: July, 2007

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Acknowledgments

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising – in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parent with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as students develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

Educational Goals

This course is designed to refine the comprehension, inferential, and writing skills of senior level students. The course offers many opportunities for the students to practice writing for a myriad of formal purposes. Students will examine different types of prose pieces and both dissect their arguments and construct an essay that is modeled after the different types of prose essays. Students will examine non-fiction as well as fiction, which will concentrate more on world literature. Students will read any number of short stories, poems, plays, and novels and interpret them within the context having universal issues and themes that transcend geographical location and time. The goals of this course are geared to preparing students for college level analysis and college level writing.

New Jersey State Department of Education
Core Curriculum Content Standards

A note about the Language Arts Literacy Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts Literacy were revised in 2004 to include the five general standards of reading, writing, speaking, listening, and viewing and media literacy, along with specific strands and cumulative progress indicators for each. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts Literacy may also be found at:
http://www.nj.gov/njded/cccs/s3_lal.htm

Contemporary Issues in Fiction and Non-Fiction

Scope and Sequence

Quarter I

I. Purposes of Writing
a. Identify the varied purposes for different kinds of prose and types of essays
b. Define expository writing.
c. Examine the role the audience plays.
d. Evaluate the reading strategies for prose.
e. Restate the steps of the revision process.

II. Research Essay Form
a. Judge the effectiveness of using research to support a point.
b. Identify the main aspects of the MLA format.
c. Introduce and explicate quotations from research
d. Evaluate the appropriateness of scholarly sources.

III. Close Reading Analysis Form
a. Identify the use of principle of analysis.
b. Generate analysis that is consistent with the topic and thesis statement
c. Use critical thinking to draw an independent conclusion while reading.
d. Compose a successful close reading analysis essay.

IV. Comparison Essay Form
a. Show the similarities and differences between two or more subjects.
b. Identify two different ways to organize a comparison essay: subject-by-subject or point-by-point.
c. Examine both sides to an argument, piece of literature, or situation.
d. Compose a successful comparison essay.

V. Cause and Effect Essay Form
a. Identify and explain the cause and effect relationship in a formal essay.
b. Sort out events in a causal chain by outlining immediate, remote, major, and minor contributors.
c. Differentiate between broad and narrow topics for a cause and effect essay.
d. Compose a successful cause and effect essay.

VI. Persuasive Essay Form
a. Differentiate between argument and persuasion.
b. Evaluate the best appeal to reach the reader (ethical, emotional, rational)
c. Identify and use terms such as inductive reasoning, deductive reasoning, syllogism, major and minor premises.
d. Compose a successful persuasive essay.

VII. Creative and Descriptive Form
a. Note the differences between objective and subjective description.
b. Identify the important of point of view.
c. Create a dominant impression with creative descriptions.
d. Compose a successful creative and descriptive essay.

Quarter II

VIII. World Poetry As One Voice
a. Explore reasons for the universal and world spanning existence of poetry.
b. Compare tones and diction of poems.
c. Define and identify poetic devices such as assonance, consonance, alliteration, voice, line length, meter, rhyme.
d. Identify and evaluate the use of poetic forms such as sonnet, pantoum, haiku, sestina, villanelle, blank verse, free verse, found poetry, etc.
e. Identify and evaluate figurative language such as metaphor, simile, implied metaphor, personification, metonymy, hyperbole,

IX. Universal Issues in World Novels and Drama
a. Analyze societal problems across time and space.
b. Identify poignant human issues portrayed in prose and drama.
c. Evaluate character action in the face of conflict.
d. Compare the uses of different settings.
e. Differentiate between universal characteristics and cultural characteristics.
f. Compose a paper focused on analysis of the themes and issues as universal.

f. Complete a piece of expository writing.
g. Compose an original poem written in one of the forms studied.

Suggested days of Instruction: 2-3	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Purposes of Writing** **<u>Goal 1:</u> The student will be able to create, discuss, and evaluate the purposes of formal writing.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	1.1. Identify the varied purposes for different kinds of prose and types of essays. (3.2.D.1) 1.2. Define expository writing. (3.2.D.1) 1.3. Examine the role of the audience for a piece of writing. (3.2.D.3) 1.4. Evaluate the reading strategies for non-fiction prose. (3.1.D.3, 3.1.E.1-3, 3.1.G.9, 3.1.G.11, 3.1.H.4, 3.1.H.6) 1.5. Identify and restate the steps of the revision process. (3.2.A.2)	• Why is the written word considered powerful? • Why is formal writing a significant part of the academic and professional world? • What are the important aspects of prose as it relates to everyday life?	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** • Have students split into groups of four students per group. Assign them a subject area (eg: science, mathematics, history, etc) or a profession (eg: scientist, corporate business person, etc) and have them brainstorm everyday reasons for formal writing and record on large chart paper. Have each student group present its findings to the class. Together as a class, make a list of practical, professional and university level reasons for formal writing. Post this list as the outline for the essay and prose portion of the course. (Analysis) • Take students to the media center and have them research magazines, newspapers, internet "zines," and other printed material. Have students read and assess the articles for the power of the written word. Students will create a chart that tracks the diction used in the articles.

Suggested days of Instruction: 2-3	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Purposes of Writing** **Goal 1: The student will be able to create, discuss, and evaluate the purposes of formal writing.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			Students must turn in their diction charts and a written and typed assessment of how the written word can be "powerful." (Analysis) • Present a PowerPoint to the students that explores different popular headlines throughout history and also outlines popular printed advertisements in today's society. After the PowerPoint, have students, in pairs, assess the "power" or effectiveness of the written word in both of these mediums. (Analysis & Evaluation) • Students will read a magazine article from a teen magazine, an article from the *New York Times*, and an essay from *40 Model Essays*. In groups of three or four, students will outline the goals for the audience of the different pieces of writing. Students will present their findings to the class and on the board the instructor will make notes for the class to write down. (Comprehension & Analysis) • Assessment Model: Give students the real life scenario that they are a applying for a job at a corporate office building. They must write a cover letter for employment. Students must follow the standard format for formal letter writing. The letter should not exceed two pages in length. (Application)

Suggested days of Instruction: 2-3	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Research Essay Format and Methods** **<u>Goal 2:</u> The student will be able to review research format for the MLA style and review popular past methods used to complete research.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	2.1. Judge the effectiveness of using research to support a point. (3.1.H.1, 3.1.H.3) 2.2. Identify the main aspects of the MLA format. (3.2.D.4) 2.3. Introduce and explicate quotations from research. (3.2.A.3, 3.2.B.1, 3.2.B.7) 2.4. Evaluate the appropriateness of scholarly sources. (3.1.G.9, 3.1.G.10, 3.1.H.1, 3.1.H.6)	• What is the purpose behind having a consistent research format? • Why is it important to research different materials/genres? • How is the research format going to assist organization in an essay?	• Students will take a pre-test that assesses their knowledge of the MLA format. The results from the format pre-test will determine the areas of MLA format the instructor needs to review. • For homework, students will read two different essays: one that has evidence from research and one that is opinion based without the support of research. The following day in class, students will explore the effectiveness of each essay's argument through a series of activity questions. The entire class will discuss the pairs' findings. • Students will view and take notes from a PowerPoint presentation about "framing" quotations within a research paper. The following day, in student groups of four, students will have a quotation for which they must create a "frame" (ie: write an introductory/lead-in sentence, reword the quotation, interpret it, and justify its use). (Recall & Application) • Students will view a PowerPoint presentation on scholarly sources. Students will take notes on which sources are scholarly and which are not. Students will also write down the formal definition for a scholarly source and literary criticism. • Instructor will take the students to the media center where all of the data bases and literature resources will be introduced and students will be reminded how to use the sources. Then, the instructor will use the PowerPoint technology in

Suggested days of Instruction: 2-3	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Research Essay Format and Methods** **Goal 2: The student will be able to review research format for the MLA style and review popular past methods used to complete research.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			the media center to visually show the students the difference between a "scholarly" source on the world wide web and a site that is not a "scholarly" source. Then, individually, each student will be assigned a topic and must find five scholarly sources online that may be used for research for that topic. The assignment would be due to the instructor at the end of the period. (Analysis & Evaluation) • Assessment Model: Provide students with the list of five different local or countrywide college scholarships. Students must write the required essay for one of the five scholarship contests. Assignment should be graded for correct formatting and basic writing ability. Students may use the finished and graded essay as real entry for one of the scholarship contests. (Synthesis)

Suggested days of Instruction: 4-5	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Close Reading Analysis Form** **Goal 3: The student will be able to identify and employ the major components/strategies of a close reading analysis expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	3.1. Identify the use of principle analysis.(3.1.G.1, 3.1.G.6) 3.2. Generate analysis that is consistent with the topic and thesis statement. (3.2.A.3, 3.2.B.3) 3.3. Use critical thinking to draw independent conclusions while reading. (3.1.E.1-3) 3.4. Compose a successful close reading analysis essay. (3.2.B.4-6, 3.2.D.1, 3.2.D.2, 3.2.D.7)	• Why is it effective to separate a whole into its elements during analysis? • How is this method essential to understanding and evaluating objects, works, and ideas? • How is analysis best supported within an essay?	• For homework, students must bring in a picture of a complicated or busy scene. The scene can be anywhere and about anything, as long as it is class appropriate. The following day in class, the instructor will collect the pictures, shuffle them, and redistribute them to the students. Students will have to look at the picture they have been given and write a list of observations about the picture. Within this list of observations, students must make inferences about what is happening in the picture. Discussion as an entire class; instructor provides formal definition of critical thinking and speculating. • Students will trade their picture with that of a classmate close by, repeat the aforementioned activity, and compare observation/inferences lists with the classmate. Instructor will facilitate a large class discussion about the differences in observations and provide a formal definition for principle of analysis. • Students will read "The Ritual of Fast Food" by Margaret Visser (*40 Model Essays*) and identify the purpose of the essay, as well as the large topic and the parts that the author chooses to focus on. In pairs, students will chart the elements into which Visser divides the fast food restaurants. Pairs will present their findings to the class. (Comprehension & Analysis) • Students will read "Our Barbies, Ourselves" by Emily Prager (*40 Model Essays*) and respond to a homework journal requiring them to formulate their own opinions about the topic. (eg: Defend

Suggested days of Instruction: 4-5	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Close Reading Analysis Form** **<u>Goal 3:</u> The student will be able to identify and employ the major components/strategies of a close reading analysis expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			Barbie or Ken. Analyze the positive lessons about women and men that children might learn from either or both. Do not be afraid to challenge Prager's view.) Homework journal will both be discussed in class and collected and graded by the instructor. • Assessment model: Students will be able to choose from three different essay topics that interact with the ideas from Visser's "The Ritual of Fast Food" (*40 Model Essays*). The essay must include one outside research source, other than Visser's essay, and be typed and formatted in MLA format. (Application)

Suggested days of Instruction: 4-5	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Comparison Essay Form** **Goal 4: The student will be able to identify and employ the major components/strategies of a comparison expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	4.1. Show the similarities and differences between two or more subjects. (3.1.G.4, 3.2.A.2) 4.2. Identify two different ways to organize a comparison essay: subject-by-subject or point-by-point. (3.2.A.2, 3.2.C.1) 4.3. Examine both sides to an argument, piece of literature, and situation. (3.1.G.4-6, 3.1.G.10) 4.4. Compose a successful comparison essay. (3.2.B.4-6, 3.2.D.1, 3.2.D.2, 3.2.D.7)	• How can comparing two subjects help an argument in a formal piece of writing? • How does one construct a convincing correlation between two or more subjects? • Is it important to only highlight similarities and not differences? • Are there always two sides to every story? • How does an individual's perspective affect his/her point of view?	• Students will view two movie clips, one from a television show about high school (eg: *Saved by the Bell, Dawson's Creek, Laguna Beach*), college (eg: *Felicity*), and the workplace (eg: *Alley McBeal, Scrubs*) and complete a chart that draws the similarities of how characters interact in all three different television show situations. In pairs, students will share their findings and then each pair will complete a chart that outlines the differences between how the characters interact in all three different television situations. Teacher will facilitate instruction and relate it to the introduction of the comparison essay form. (Comprehension) • Students will read "Neat People vs. Sloppy People" by Suzanne Britt (*40 Model Essays*) and chart the arguments that she makes for each side. In pairs, students will look at what they charted compared to their classmates. The instructor will facilitate a large group discussion about this activity. Groups will analyze arguments and choose the "best" argument and identify the criteria that made it the "best". (Comprehension & Evaluation) • The class will be split into teams; one team will focus on differences while the other team will focus on similarities. Instructor will introduce the activity as a competitive game – whoever makes the best argument wins; the game can progress to many rounds if necessary. On chart paper, the two teams will have to outline the similarities or differences of the assigned topics. Topics can include: blue-collar workers

Suggested days of Instruction: 4-5	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Comparison Essay Form** **<u>Goal 4:</u> The student will be able to identify and employ the major components/strategies of a comparison expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			and white-collar workers; runners and football players; readers and TV watchers, etc. Groups will present their findings to the class and the instructor will determine a winner. Instructor and students will debrief and highlight the learning objective of the game. • Students will read "Grant and Lee: A Study in Contrasts" by Bruce Catton (*40 Model Essays*) and outline how the argument was presented in the essay. Instructor will present the two different kinds of ways to organize a comparison essay – subject-by-subject and point-by-point. • Students will be assigned a topic to examine and write a comparison essay using whatever argument and organizational techniques they see as appropriate. Students must include two outside scholarly research sources. (Synthesis)

Suggested days of Instruction: 4-5	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Cause and Effect Essay Form** **Goal 5: The student will be able to identify and employ the major components/strategies of a cause and effect expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.1. Identify and explain the cause and effect relationship in a formal essay. (3.1.D.3, 3.1.G.1, 3.3.A.4, 3.3.D.1) 5.2. Sort out events in a causal chain by outlining immediate, remote, major, and minor contributors. (3.2.A.1, 3.2.B.1, 3.2.B.5) 5.3. Differentiate between broad and narrow topics for an essay. (3.2.B.3, 3.2.B.8) 5.4. Compose a successful cause and effect essay. . (3.2.B.4-6, 3.2.D.1, 3.2.D.2, 3.2.D.7)	• Is everything in the universe interrelated? • How does one act affect another? • Can graphic organizers really help in higher-level essays? • What makes a thesis statement easily understandable?	• Students will be split up into groups of four students and given a large topic (eg: foreign policy, global warming). On large chart paper, students will brainstorm the causes and effects of these large world issues. Each group will present its finding and the instructor will facilitate a large class discussion that leads to the introduction of the cause and effect essay. (Recall & Comprehension & Application) • Students will respond to a journal question: "How is a piece of paper also a cloud?" Instructor will facilitate a discussion that connects back to the idea of everything being interrelated and its foundation in Eastern philosophy and Zen Buddhism. • Students will read an excerpt from "The Tipping Point" by Malcolm Gladwell (*40 Model Essays*) and, using a graphic organizer, chart the organization of his cause and effect argument by filling in the spaces on the graphic organizer.(Comprehension & Analysis) • Instructor will present a PowerPoint presentation that reviews the format and formulation of thesis statements while students take notes. Split students into groups of three or four students. Each group will be given a list of four sample thesis statements. Groups must evaluate each thesis statement for its proper scope and explain their reasoning. Groups will present their findings to the class. Instructor will facilitate a discussion that highlights the importance of having a thesis statement that is easily understandable.

Suggested days of Instruction: 4-5	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Cause and Effect Essay Form** **<u>Goal 5:</u> The student will be able to identify and employ the major components/strategies of a cause and effect expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			• Students will read "Cultural Baggage" by Barbara Ehrenreich (*40 Model Essays*) and compose a cause and effect essay that asks the student to evaluate the importance assigned to outward symbols of their heritage and what kinds of effects they have on cultural identity. Students must use two outside scholarly research sources. • Assessment Model: Students will compose a letter to the editor of the Monroe Falcon newspaper that examines the causes and effects of current issues in the school building/community. After the letter is graded for content, students can revise the letter submit it to the newspaper for possible publication. (Synthesis)

Suggested days of Instruction: 4-5	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Persuasive Essay Form** **Goal 6: The student will be able to identify and employ the major components/strategies of a persuasive expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	6.1. Differentiate between argument and persuasion. (3.1.A.1, 3.1.A.3, 3.1.G.1, 3.1.G.6) 6.2. Evaluate the best appeal to reach the reader (ethical, emotional, rational, etc). (3.2.B.1, 3.2.B.8, 3.1.G.7) 6.3. Identify and use terms such as inductive reasoning, deductive reasoning, syllogism, and major and minor premises. (3.1.G.6, 3.1.G.9) 6.4. Compose a successful persuasive essay. . (3.2.B.4-6, 3.2.D.1, 3.2.D.2, 3.2.D.7)	• How does one choose argument or persuasion to achieve his/her point? • Does a successful argument/persuasion have to appeal to the emotions of the audience? • Do successful arguments/persuasions rely on logical and rational thinking alone? • How is propaganda a persuasive form? • How is advertising a persuasive form?	• In student groups of three or four, students should outline the differences between argument and persuasion and cite a real life example of how each one would be effective. Groups will also list the reasons why each tactic may not be effective. Groups will present to the class and the instructor will facilitate a discussion that helps to outline the persuasive essay form. (Comprehension & Analysis) • Students will view a PowerPoint that presents the definitions for ethical appeal, emotional appeal, and rational appeal. Students will take notes. • Take the students to the media center to research kinds of persuasion and propaganda. Students must find one example of each kind of persuasive "appeal." Students must write two typed paragraphs explaining and evaluating each example of persuasive "appeal." In a conclusion paragraph for the entire collection, students should respond to the following question: Are these examples of persuasive appeal also examples of propaganda? Why or why not? • Split students into groups of three or four and assign them one of the following terms: assertion/proposition, inductive reasoning, inductive leap, deductive reasoning, syllogism, major/minor premise, and fallacy. Have students use their *40 Model Essays* reader to provide them with a definition and explanation for each term. Student groups must reword the definition and create a visually appealing

Suggested days of Instruction: 4-5	**Curriculum Management System** **<u>Grade Level/Subject</u>:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Persuasive Essay Form** **<u>Goal 6:</u> The student will be able to identify and employ the major components/strategies of a persuasive expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			explanation of the term that they will present to the class. While groups are presenting, other students must take notes. • Students will read "Death and Justice" by Edward I. Koch (*40 Model Essays*) and evaluate what kind of persuasive appeal was used and what the major strengths of the argument were and provide criteria and support for their evaluation. (Analysis & Evaluation) • Students will read "The Death Penalty" by David Bruck (*40 Model Essays*) and respond with a persuasive essay that argues this notion of "barbaric" mentioned in both Koch's and Bruck's essay. Respond to the following question: What other practice in our society could be interpreted as barbaric? Why or why not? Does it serve society as a whole in any way? Students must include three outside scholarly sources in this essay.

Suggested days of Instruction: 4-5	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Creative and Descriptive Form** **Goal 7: The student will be able to identify and employ the major components/strategies of a comparison expository essay.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	7.1. Note the differences between objective and subjective description. (3.1.A.1, 3.1.A.3, 3.1.G.1, 3.1.G.6, 3.1.G.7) 7.2. Identify the importance of point of view. (3.1.G.1, 3.1.G.6) 7.3. Create a dominant impression within a creative description. (3.2.D.1, 3.2.D.2, 3.2.D.7) 7.4. Compose a successful creative descriptive essay. . (3.2.B.4-6, 3.2.D.1, 3.2.D.2, 3.2.D.7)	• Does a reader respond better to a character's emotions or to the evocation of his/her own emotions? • What is the difference between descriptive words and generic words? • Can a formal essay benefit from having a creative/descriptive element?	• Students will read "Once More to the Lake" by E.B.White (*40 Model Essays*) and "The Santa Ana" by Joan Didion (*40 Model Essays*). After reading students will evaluate the kind of appeal that the author attempts with the reader. Students may judge it as purely description or as emotional. The instructor will define the terms objective description and subjective description for the students. (Analysis) • In pairs, students will reread the White and Didion essays and use a graphic organizer to chart the reasons/examples that make them either objective or subjective. Pairs will present their finds to the class. • Students will view two paintings of the same subject, but painted by different artists. Students will respond to a journal entry that asks them to question the point-of-view of each painting and note the similarities and differences. The instructor will facilitate a discussion that leads to a definition of point-of-view. • Students will read "Silent Dancing" by Judith Ortiz Cofer (*40 Model Essays*) and evaluate the use of point-of-view in the essay. Students will respond with a creative essay that describes a dream they have had and also provides some kind of interpretation of the dream within the context of their lives. This writing assignment requires no use outside scholarly sources. • Assessment Model: Students will write an music, art, or book review for the Monroe Falcon newspaper. The review must be two to

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			three typed pages and include exemplary descriptive language. After the assignment is graded, students may submit the reviews to the Monroe Falcon for possible publication. (Application)

Suggested days of Instruction: 8-10	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: World Poetry As One Voice** **Goal 8: The student will be able to develop an appreciation for poetry while realizing its universal and human importance in world literature.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	8.1. Explore reasons for the universal and world spanning existence of poetry. (3.1.G.3-5) 8.2. Compare tones and diction of poems. (3.1.G.6, 3.1.G.7, 3.1.G.11) 8.3. Define and identify poetic devices such as assonance, consonance, alliteration, voice, line length, meter, rhyme. (3.1.D.1, 3.1.D.3, 3.1.G.6, 3.1.G.7) 8.4. Identify and evaluate the use of poetic forms such as sonnet, pantoum, haiku, sestina, villanelle, blank verse, free verse, found poetry, etc. (3.1.G.6, 3.1.G.7) 8.5. Identify and evaluate figurative language such as metaphor, simile, implied metaphor, personification, metonymy, hyperbole, etc. (3.1.G.6, 3.1.G.7) 8.6. Complete a piece of expository writing. (3.2.G.2, 3.2.B.4-6,	• What contemporary issues are important in society today? • How is poetry an outlet for people in many different cultures? • Is poetry something that is still relevant in today's society?	• Have students read "The Counsels of the Bird" by Rumi (*World Masterpieces*) and create a cartoon strip that depicts the sequence of events from the poem. Instructor will then facilitate a discussion that poses questions such as: What insights does the bird offer? How might you apply these insights to your own life? (Comprehension, Analysis, Synthesis) • After reading "Creation Hymn" from the *Rig Veda* (*World Masterpieces*) in Indian culture, have students write a creation story of their own that also includes an analysis that examines the creation story they were taught as a child. • Have students read the excerpt from "The Analects" by Confucius (*World Masterpieces*) and have the students evaluate whether or not Confucian ideals could be applied in some ways to today's world and how they would be applied. • After reading examples of Haiku by Basho, Buson, and Issa (*World Masterpieces*) have students write haiku of their own and present the poems for the class. • While students are reading "The Lorelei" by Henrich Heine (*World Masterpieces*) have students keep a list of elements that help make it a lyric poem. Have students bring in their favorite song lyrics and have students compare the two sets of "lyrics" and evaluate which seems more effective for its purpose. • Define the sound devices for the students and have them trace their use while reading "The

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	3.2.D.1, 3.2.D.2, 3.2.D.7) 8.7. Compose an original poem written in one of the forms studied. (3.2.B.1, 3.2.D.2)		Expiation" by Victor Hugo (*World Masterpieces*). Have students evaluate the contribution that sound devices offer to the meaning and power of a poem. • Have students read "Ode to My Socks" by Pablo Neruda (*World Masterpieces*) and have students write an ode to an inanimate object. Have students recite their odes to the class. • Assign each student a modern/contemporary world poet and have them research the background of the poet and analyze one of his/her poems in the context of universal themes in which they compare it to an older world poem already studied and to contemporary society. Students must explain what the theme means to them. Students must use at least five outside research sources, including literary criticism. (Comprehension, Application)

Suggested days of Instruction: 8-10	**Curriculum Management System** **Grade Level/Subject:** **12th Grade/Contemporary Issues in Fiction and Non-Fiction**	**Topic: Universal Issues in World Novels and Drama** **Goal 9: The student will be able to identify and analyze exemplary pieces of world novels and dramas.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	9.1. Analyze society problems across time and space. (3.1.G.3, 3.1.G.4, 3.1.G.5) 9.2. Identify poignant human issues portrayed in prose and drama. (3.1.G.4, 3.1.H.4, 3.1.G.7) 9.3. Evaluate character action in the face of conflict. (3.1.D.3, 3.1.G.7, 3.1.G.11) 9.4. Compare the uses of different settings. (3.1.G.3, 3.1.G.4, 3.1.G.5) 9.5. Differentiate between universal characteristics and cultural characteristics. (3.1.G.3, 3.1.G.4, 3.1.G.5) 9.6. Compose an essay focused on analysis of the themes and issues in literature as universal. (3.2.B.4-6, 3.2.D.1, 3.2.D.2, 3.2.D.7)	• How do plays, short stories, and novels convey the basic human emotions? • Why are certain themes universal and timeless? • How does individual culture and time influence the ideas and voice of a writer?	• While reading *Much Ado About Nothing* by William Shakespeare, have students examine the elements that contribute to a Shakespearean comedy. Have students write an expository essay that points out the innate differences between a Shakespearean comedy and a Shakespearean tragedy. • After reading *The Alchemist* by Paul Coelho, have students write an essay that examines the concept of fate within the events of a person's life. Students may reference their own lives, those of the main character, or other pieces of literature they have read in order to prove their point: Does fate exist? Can and should individuals control fate? Why or why not? (Synthesis) • Students can compare *Hedda Gabler* by Henrik Ibsen to a modern day soap opera and then a real life situation of their choosing. Have the students outline the building of suspense and surprise in the play and then compare it to one of their favorite suspense or drama shows on television. Students must complete this assignment in the form of a presentation for the class and a short typed analysis to be turned into the instructor. (Comprehension, Analysis, Synthesis)

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			• Students will write an expository paper where they choose one of the pieces of fiction they have read and examine the time period during which it was written. Students should examine both the particular aspects that defines it as part of that particular time period as well as the aspects that make it universal. Students must include at least three outside scholarly sources.

Contemporary Issues in Fiction and Non-Fiction

COURSE BENCHMARKS

1. The student will be able to create, discuss, and evaluate the purposes of formal writing.
2. The student will be able to review research format for the MLA style and review popular past methods used to complete research.
3. The student will be able to identify and employ the major components/strategies of a close reading analysis expository essay.
4. The student will be able to identify and employ the major components/strategies of a comparison expository essay.
5. The student will be able to identify and employ the major components/strategies of a cause and effect expository essay.
6. The student will be able to identify and employ the major components/strategies of a persuasive expository essay.
7. The student will be able to identify and employ the major components/strategies of a comparison expository essay.
8. The student will be able to develop an appreciation for poetry while realizing its universal and human importance in world literature.
9. The student will be able to identify and analyze exemplary pieces of world novels and dramas.

Language Arts Department Benchmarks

Reading Benchmarks		*Writing Benchmarks*
Form		**Form**
Recognize central idea or theme		**Communicate message to intended audience**
Recognize supporting detail		**Develop topic/central idea**
Connect with prior knowledge		**Develop thesis**
Determine author or reader's purpose		**Provide supporting details**
Use appropriate reading strategies		**Create effective opening/closing**
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization		**Use a variety of lead sentences**
Form opinions and conclusions		**Demonstrate logical progression of ideas**
Assess one's own reading strategies and responses to text		**Utilize varied sentence structure**
Make inferences and predict		**Engage in writing process**
Understand new vocabulary		**Self-assess using standard criteria**
Recognize persuasion		**Develop conclusions**
Use context clues to enhance comprehension		**Convey point of view**
Extrapolate information		**Elaborate**
Ask relevant questions to enhance comprehension		**Select and research a topic**
Distinguish information as relevant/irrelevant/fact/opinion		**Use models or examples**
Interpret literary devices		

Core Titles and Materials for
Contemporary Issues in Fiction and Non-Fiction

Prose and Essay Reader

40 Model Essays: A Portable Anthology – Jane E. Aaron

World Literature – Collections and Individual Titles

World Masterpieces, Prentice Hall Literature

Hedda Gabler – Henrik Ibsen

Much Ado About Nothing – William Shakespeare

Rebecca – Daphne DuMaurier

The Alchemist – Paul Coelho