

## Contemporary Issues in Literature and Composition (English 12) Curriculum Map 2018-2019

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Coming of Age/Analyzing Literature for Personal Development (Understanding Self)	Developing Empathy/Understanding the Journey of Others (Understanding Others)	Developing Cultural Awareness (Becoming a Global Citizen)	Books to Movies/Examining Media Interpretation of Text (Depiction of Society in Film)
End of Unit Performance Task(s)	<p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>Catcher in the Rye</i> by JD Salinger  <i>The Pursuit of Happyness</i> by Chris Gardner  <i>The Other Wes Moore</i> by Wes Moore  <i>How the Garcia Girls Lost Their Accents</i> by Julia Alvarez</p> <p><b>Summative Assessment</b>            2-3 page essay in MLA format: Using your teacher-selected text, explain how a character evolves as a result of influences (societal, cultural, environmental) in his or her world.</p> <p><b>Supportive Texts</b>  <b>Short Story</b>            “The Body” by Stephen King            “An Occurrence at Owl Creek Bridge” by Ambrose Bierce  <b>Essay</b>            “My Mother Never Worked” by Bonnie Smith-Yackel (in Patterns)  <b>Poem</b>            “Aristotle (Poetry)” by Billy Collins (in Patterns)  <b>Speech</b>  <u>“You are not Special”</u> by David McCullough, Jr.</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>When Breath Becomes Air</i> by Paul Kalanithi  <i>Tuesdays With Morrie</i> by Mitch Albom  <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon  <i>A Lesson Before Dying</i> by Ernest J. Gaines</p> <p><b>Summative Assessment</b>            2-3 page essay in MLA format: Using your teacher-selected text, evaluate the importance of empathy as a means to understand one’s sense of self.</p> <p><b>Supportive Texts</b>  <b>Short Story</b>            “The Sniper” by Liam O’Flaherty            “The Fly” by Katherine Mansfield            “Mallam Sile” by Mohammed Naseehu Ali {HRH Collections}  <b>Essay</b>            “Just Walk On By” by Brent Staples (in Patterns)            “Inked Well” by David Kirby (in Patterns)  <b>Poem</b>  <u>“Where the Sidewalk Ends”</u> by Shel Silverstein  <b>Independent Reading</b>  <i>Becoming</i> by Michelle Obama</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>Hillbilly Elegy</i> (excerpts) by JD Vance  <i>The Lines We Cross</i> by Randa Abdel-Fattah  <i>Born a Crime</i> by Trevor Noah  <i>The Namesake</i> by Jhumpa Lahiri</p> <p><b>Summative Assessment</b>            5-7 pages plus a works cited page in MLA format:            Using the following link, students are to select one TED talk (minimum of 15 minutes), and use it as a basis (primary source) for a research paper. After watching the talk, agree or disagree with the presenter’s perspective and find three additional sources (district databases) to support your position.  <a href="https://www.ted.com/talks?topics%5B%5D=global+issues">https://www.ted.com/talks?topics%5B%5D=global+issues</a></p> <p><b>Supportive Texts</b>  <b>Short Story</b>            “Barn Burning” by William Faulkner            “American History” by Judith Ortiz Cofer  <b>Essay</b>            “Nacirema” by Horace Miner            “The ‘Black Table’ is Still There” by Lawrence Otis Graham (in Patterns)  <b>Speech</b>  <u>“We Could Lose These Conditions”</u> by Al Gore {2018}  <b>Poem</b>            “At the Ballgame” by William Carlos Williams  <u>“The Rose That Grew From Concrete”</u> by Tupac Shakur</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple OR a title of choice:</p> <p><i>A Time to Kill</i> by John Grisham  <i>The Five People You Meet in Heaven</i> by Mitch Albom  <i>The Hunger Games</i> by Suzanne Collins  <i>Unbroken</i> by Laura Hillenbrand</p> <p><b>Summative Assessment</b>            2-3 pages in MLA format: Using your teacher-selected text/film, compare and contrast the two mediums.            *Teacher will determine more specific lens for comparison.</p> <p><b>Supportive Texts</b>  <b>Short Story</b>            “The Lottery” by Shirley Jackson            “Ender’s Game” by Orson Scott Carol  <b>Essay</b>            “A Movie Made Me Do It” by Oliver Stone  <b>Speech</b>  <u>“You Are Not the Future, You’re the Present”</u> by Jimmy Fallon</p>

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<p><b>Essential Questions/ Essential Understandings</b></p>	<p><b>EQ1:</b> How does one develop a sense of self based on his or her environment or experiences?</p> <p><b>EU1:</b> Students will examine how an author conveys a powerful experience through his or her writing.</p> <p><b>EU2.</b> Students will analyze how a writer's use of literary devices aids in crafting a piece of literature/writing.</p> <p><b>EU3.</b> Students will learn to use context clues to understand language and draw meaning by evaluating difficult text.</p>	<p><b>EQ1:</b> How does one come to understand another person whose experiences differ from his or her own?</p> <p><b>EU1:</b> Students will understand how another's struggle can shape their own experiences.</p> <p><b>EU2.</b> Students will examine the different language styles and text structures that writers use to communicate abstract and intangible ideas and beliefs.</p>	<p><b>EQ1:</b> How do we further expand our understanding of ourselves based on the world around us?</p> <p><b>EQ2:</b> Why is it necessary to become a global citizen?</p> <p><b>EU1:</b> Students will understand that various external factors can influence an individual's sense of understanding of the world.</p> <p><b>EU2:</b> Students will further examine the different language styles and text structures writers uses to communicate abstract and intangible ideas and beliefs.</p> <p><b>EU3:</b> Students will learn how to gather credible information, organize important ideas, and produce an argument.</p>	<p><b>EQ1:</b> To what extent does film accurately depict the worlds created in literature?</p> <p><b>EU1:</b> Students will identify the necessary changes made when adapting literature to film.</p> <p><b>EU2:</b> Students will compare their perceptions of character and setting to actual depictions in film.</p> <p><b>EU3:</b> Students will explore how society is illustrated in film.</p>
<p><b>Increasing Text Complexity (Lexile Bands)</b></p>	<p><i>Catcher in the Rye</i> by JD Salinger 790 <i>The Pursuit of Happyness</i> by Chris Gardner <i>The Other Wes Moore</i> by Wes Moore 990 <i>How the Garcia Girls Lost Their Accents</i> by Julia Alvarez 950</p>	<p><i>When Breath Becomes Air</i> by Paul Kalanithi <i>Tuesdays With Morrie</i> by Mitch Albom 830 <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon 1090 <i>A Lesson Before Dying</i> by Ernest J. Gaines 750</p>	<p><i>Hillbilly Elegy</i> by JD Vance <i>The Lines We Cross</i> by Randa Abdel-Fattah 690 <i>Born a Crime</i> by Trevor Noah 900 <i>The Namesake</i> by Jhumpa Lahiri 1140 <i>Becoming</i> by Michelle Obama</p>	<p><i>A Time to Kill</i> by John Grisham 770 <i>The Five People You Meet in Heaven</i> by Mitch Albom 780 <i>The Hunger Games</i> by Suzanne Collins 810 <i>Unbroken</i> by Laura Hillenbrand 1010</p>
<p><b>Content Connections (SS, Science, Math, World Lang, Art, Music, Other)</b></p>	<p>Teacher selected pieces from Newsela</p>	<p>Teacher selected pieces from Newsela</p>	<p>Teacher selected pieces from Newsela</p>	<p>Teacher selected pieces from Newsela</p>

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<b>Reading Standards Central to Unit</b>	<b>RL.11-12.2.</b> <b>RL. 11-12.3.</b> <b>RL.11-12.4.</b> <b>RL.11-12.5.</b> <b>RL.11-12.6.</b>	<b>RL.11-12.2.</b> <b>RL. 11-12.3.</b> <b>RL.11-12.4.</b> <b>RL.11-12.5.</b> <b>RL.11-12.6.</b>	<b>RL.11-12.2.</b> <b>RL. 11-12.3.</b> <b>RL.11-12.4.</b> <b>RL.11-12.5.</b> <b>RL.11-12.6.</b>	<b>RL.11-12.2.</b> <b>RL. 11-12.3.</b> <b>RL.11-12.4.</b> <b>RL.11-12.5.</b> <b>RL.11-12.6.</b>
<b>Writing Standards Central to Unit</b>	<b>W11-12.2.</b> <b>W.11-12.4.</b> <b>W.11-12.5.</b> <b>W.11-12.6.</b> <b>W.11-12.7.</b>	<b>W11-12.2.</b> <b>W.11-12.4.</b> <b>W.11-12.5.</b> <b>W.11-12.6.</b> <b>W.11-12.7.</b>	<b>W11-12.2.</b> <b>W.11-12.4.</b> <b>W.11-12.5.</b> <b>W.11-12.6.</b> <b>W.11-12.7.</b>	<b>W11-12.2.</b> <b>W.11-12.4.</b> <b>W.11-12.5.</b> <b>W.11-12.6.</b> <b>W.11-12.7.</b>
<b>Speaking/ Listening Standards Central to Unit</b>	<b>SL 11-12.1.</b> <b>SL 11-12.2.</b> <b>SL.11-12.3.</b> <b>SL.11-12.4.</b> <b>SL.11-12.5.</b> <b>SL.11-12.6.</b>	<b>SL 11-12.1.</b> <b>SL 11-12.2.</b> <b>SL.11-12.3.</b> <b>SL.11-12.4.</b> <b>SL.11-12.5.</b> <b>SL.11-12.6.</b>	<b>SL 11-12.1.</b> <b>SL 11-12.2.</b> <b>SL.11-12.3.</b> <b>SL.11-12.4.</b> <b>SL.11-12.5.</b> <b>SL.11-12.6.</b>	<b>SL 11-12.1.</b> <b>SL 11-12.2.</b> <b>SL.11-12.3.</b> <b>SL.11-12.4.</b> <b>SL.11-12.5.</b> <b>SL.11-12.6.</b>
<b>Language Standards Central to Unit</b>	<b>L.12.1</b> <b>L.12.2</b> <b>L.12.3</b>	<b>L.12.1</b> <b>L.12.2</b> <b>L.12.3</b>	<b>L.12.1</b> <b>L.12.2</b> <b>L.12.3</b>	<b>L.12.1</b> <b>L.12.2</b> <b>L.12.3</b>
<b>Grammar</b>	<b>Grammar embedded in language standards.</b> <b>Supplemental text-Sadlier Oxford. See district website</b>	<b>Grammar embedded in language standards.</b> <b>Supplemental text-Sadlier Oxford. See district website</b>	<b>Grammar embedded in language standards.</b> <b>Supplemental text-Sadlier Oxford. See district website</b>	<b>Grammar embedded in language standards.</b> <b>Supplemental text-Sadlier Oxford. See district website</b>
<b>Vocabulary Focus</b>	Sadlier Vocabulary Workshop, Level G Units 1-4  Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level G Units 5-8  Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level G Units 9-12  Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level G Units 13-15  Vocabulary embedded in anchor texts