

Contemporary Issues in Literature and Composition (English 12)
Curriculum Map 2024-25

	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>How the Garcia Girls Lost Their Accents</i> by Julia Alvarez <i>The Other Wes Moore</i> by Wes Moore <i>The Pursuit of Happyness</i> by Chris Gardner <i>Dear Evan Hansen</i> by Val Emmich and Steven Levenson and Benj Pasek <i>The Graduate</i> by Charles Webb <i>Wild</i> by Cheryl Strayed</p> <p>Summative Assessment 2-3 page essay in MLA format: Using your teacher-selected text, explain how a character evolves as a result of influences (societal, cultural, environmental) in his or her world. Or Personal Narrative Essay Or Student-led research of a contemporary issue. Students write a narrative exploring how their selected issue affects an individual.</p> <p>Supportive Texts Short Story <i>The Body</i> “An Occurrence at Owl Creek Bridge” by Ambrose Bierce “The Yellow Wallpaper” by Charlotte Perkins Gilman</p> <p>Essay “My Mother Never Worked” by Bonnie Smith-Yackel (in Patterns)</p> <p>Poem “Aristotle (Poetry)” by Billy Collins (in Patterns)</p> <p>Speech</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>A Lesson Before Dying</i> by Ernest J. Gaines <i>The Adoration of Jenna Fox</i> by Mary E. Pearson <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon <i>When Breath Becomes Air</i> by Paul Kalanithi <i>A Whole New Mind</i> by Daniel Pink *After a class brainstorming session of contemporary issues, teachers may use their discretion to choose other fiction excerpts and non-fiction articles related to relevant contemporary issues.</p> <p>Summative Assessment 2-3 page essay in MLA format: Using your teacher-selected text, evaluate the importance of empathy as a means to understand one’s sense of self Or Empathy Related Project Or Students will write a thoughtful analysis of a contemporary issue and meaningfully contribute to class discussion.</p> <p>Supportive Texts Short Story “The Sniper” by Liam O’Flaherty “The Fly” by Katherine Mansfield “Mallam Sile” by Mohammed Naseehu Ali {HRH Collections}</p> <p>Essay “Just Walk On By” by Brent Staples (in Patterns) “Inked Well” by David Kirby (in Patterns)</p> <p>Poem “Where the Sidewalk Ends” by Shel Silverstein</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>Hillbilly Elegy</i> (excerpts) by JD Vance and <i>Educated</i> by Tara Westover (excerpts) <i>Born a Crime</i> by Trevor Noah <i>The Lines We Cross</i> by Randa Abdel-Fattah <i>The Namesake</i> by Jhumpa Lahiri *After a class brainstorming session of contemporary issues, teachers may use their discretion to choose other fiction excerpts and non-fiction articles related to relevant contemporary issues.</p> <p>Summative Assessment 3-5 pages plus a works cited page in MLA format: Using the following link, students are to select one TED talk (minimum of 15 minutes), and use it as a basis (primary source) for a research paper. After watching the talk, agree or disagree with the presenter’s perspective and find three additional sources (district databases) to support your position. https://www.ted.com/talks?topics%5B%5D=global+issues Or Non-fiction global news related project Or Students will write a thoughtful analysis of a contemporary issue and meaningfully contribute to class discussion.</p> <p>Supportive Texts Short Story “Barn Burning” by William Faulkner “American History” by Judith Ortiz Cofer</p> <p>Essay “I Am Not Proof of the American Dream” by Tara Westover “Nacirema” by Horace Miner</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple:</p> <p><i>The Hunger Games</i> by Suzanne Collins <i>A Time to Kill</i> by John Grisham <i>Alexander Hamilton</i> by Ron Chernow “Kiss of the Spider Woman” by Manuel Puig <i>Love, Simon</i> by Becky Albertalli <i>Native Son</i> by Richard Wright <i>Unbroken</i> by Laura Hillenbrand <i>Rita Hayworth and the Shawshank Redemption</i> by Stephen King</p> <p>Summative Assessment 2-3 pages in MLA format: Using your teacher-selected text/film, compare and contrast the two mediums. *Teacher will determine a more specific lens for comparison. OR presentation *Teacher, along with students, will establish parameters of the presentation.</p> <p>Supportive Texts Short Story “Ender’s Game” by Orson Scott Card Essay “A Movie Made Me Do It” by Oliver Stone Speech “You Are Not the Future, You’re the Present” by Jimmy Fallon</p>

	“You are not Special” by David McCullough, Jr. “An Open Letter from a Millennial: Quit Telling Us We’re not Special” 1090L	Novel <i>Becoming</i> by Michelle Obama	“The ‘Black Table’ is Still There” by Lawrence Otis Graham (in Patterns) Speech “We Could Lose These Conditions” by Al Gore {2018} Poem “The Crowd at the Ballgame” by William Carlos Williams “The Rose That Grew From Concrete” by Tupac Shakur “Danger of A Single Story” by Chimamanda Ngozi	
Essential Questions	EQ1: How does one develop a sense of self based on his or her environment or experiences?	EQ1: How does one come to understand another person whose experiences differ from his or her own?	EQ1: Why is it necessary to become a global citizen?	EQ1: Books to Movies/Examining Media Interpretation of Text (Depiction of Society in Film)
Increasing Text Complexity (Lexile Bands)	<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	<i>When Breath Becomes Air</i> by Paul Kalanithi <i>The Adoration of Jenna Fox</i> by Mary E. Pearson 570 <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon 1090 <i>A Lesson Before Dying</i> by Ernest J. Gaines 750 <i>Becoming</i> by Michelle Obama	<i>Hillbilly Elegy</i> by JD Vance <i>Educated</i> by Tara Westover <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>A Time to Kill</i> by John Grisham 770 <i>Native Son</i> by Richard Wright 700 <i>The Hunger Games</i> by Suzanne Collins 810 <i>Unbroken</i> by Laura Hillenbrand 1010 <i>Love, Simon</i> by Becky Albertalli 640 <i>Alexander Hamilton</i> by Ron Chernow 1280
Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	Teacher selected pieces from Newsela	Teacher selected pieces from Newsela	Teacher selected pieces from Newsela	Teacher selected pieces from Newsela
Reading Standards Central to Unit	NGLS 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)	NGLS 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) NGLS 11-12R3: In literary texts, analyze the impact of author's choices. (RL) In	NGLS 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) NGLS 11-12R3: In literary texts, analyze the impact of author's choices. (RL) In	NGLS 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) NGLS 11-12R3: In literary texts, analyze the impact of author's choices. (RL) In

	<p>NGLS 11-12R3: In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> <p>NGLS 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> <p>NGLS 11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p> <p>NGLS 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p>	<p>informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> <p>NGLS 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> <p>NGLS 11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p> <p>NGLS 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p>	<p>informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> <p>NGLS 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> <p>NGLS 11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p> <p>NGLS 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p>	<p>informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> <p>NGLS 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> <p>NGLS 11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p> <p>NGLS 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p>
Writing Standards Central to Unit	<p>NGLS 11-12W2: 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>NGLS 11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and</p>	<p>NGLS 11-12W2: 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>NGLS 11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.</p>	<p>NGLS 11-12W2: 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>NGLS 11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.</p>	<p>NGLS 11-12W2: 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>NGLS 11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.</p>

	<p>understanding of a variety of techniques and genres.</p> <p>NGLS 11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</p> <p>NGLS 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>	<p>NGLS 11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</p> <p>NGLS 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>	<p>NGLS 11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</p> <p>NGLS 11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p> <p>NGLS 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>	<p>NGLS 11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</p> <p>NGLS 11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p> <p>NGLS 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>
<p>Speaking/</p> <p>Listening</p> <p>Standards</p> <p>Central to</p> <p>Unit</p>	<p>NGLS 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>NGLS 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>NGLS 11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p>	<p>NGLS 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>NGLS 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>NGLS 11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p> <p>NGLS 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or</p>	<p>NGLS 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>NGLS 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>NGLS 11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p> <p>NGLS 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or</p>	<p>NGLS 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>NGLS 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p>NGLS 11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.</p> <p>NGLS 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or</p>

	<p>NGLS 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p>NGLS 11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.	style are appropriate to task, purpose, and audience. NGLS 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience. NGLS 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. NGLS 11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language Standards Central to Unit	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>NGLS 11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NGLS 11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>NGLS 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Grammar	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website

Vocabulary Focus	Sadlier Vocabulary Workshop, Level G Units 1-4	Sadlier Vocabulary Workshop, Level G Units 5-8	Sadlier Vocabulary Workshop, Level G Units 9-12	Sadlier Vocabulary Workshop, Level G Units 13-15
	Vocabulary embedded in anchor texts	Vocabulary embedded in anchor texts	Vocabulary embedded in anchor texts	Vocabulary embedded in anchor texts