

Contemporary Issues in Literature and Composition (English 12)
Curriculum Map 2022-23

	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>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</p> <p>Summative Assessment 2-3 page essay in MLA format: Using your teacher-selected text, explain how a character evolves as a result of influences (societal, cultural, environmental) in his or her world.</p> <p>Supportive Texts Short Story “The Body” by Stephen King “An Occurrence at Owl Creek Bridge” by Ambrose Bierce</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 “You are not Special” by David McCullough, Jr. “An Open Letter from a Millennial: Quit Telling Us We’re not Special” 1090L</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>Your Heart is a Muscle the Size of a Fist</i> by Sunil Yapa</p> <p>Summative Assessment 2-3 page essay in MLA format: Using your teacher-selected text, evaluate the importance of empathy as a means to understand one’s sense of self.</p> <p>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>Novel <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 and <i>Educated</i> by Tara Westover (excerpts) <i>Born a Crime</i> by Trevor Noah <i>The Lines We Cross</i> by Randa Abdel-Fattah <i>The Namesake</i> by Jhumpa Lahiri</p> <p>Summative Assessment 5-7 pages plus a works cited page in MLA format: Using the following link, students are to select one TED talk (minimum of 15 minutes), and use it as a basis (primary source) for a research paper. After watching the talk, agree or disagree with the presenter’s perspective and find three additional sources (district databases) to support your position. https://www.ted.com/talks?topics%5B%5D=global+issues</p> <p>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 “The ‘Black Table’ is Still There” by Lawrence Otis Graham (in Patterns)</p> <p>Speech “We Could Lose These Conditions” by Al Gore {2018}</p>	<p>Select ONE of the following texts OR EXCERPTS from multiple OR a title of choice:</p> <p><i>A Time to Kill</i> by John Grisham <i>Alexander Hamilton</i> by Ron Chernow “Kiss of the Spider Woman” by Manuel Puig <i>Love, Simon</i> by Becky Albertalli <i>Native Son</i> by Richard Wright <i>The Hunger Games</i> by Suzanne Collins <i>Unbroken</i> by Laura Hillenbrand <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.</p> <p>OR presentation *Teacher, along with students, will establish parameters of the presentation.</p> <p>Supportive Texts Short Story “Ender’s Game” by Orson Scott Carol Essay “A Movie Made Me Do It” by Oliver Stone Speech “You Are Not the Future, You’re the Present” by Jimmy Fallon</p>

			<p>Poem “The Crowd at the Ballgame” by William Carlos Williams “The Rose That Grew From Concrete” by Tupac Shakur “Danger of A Single Story” by Chimamanda Ngozi</p>	
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	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.
Writing Standards Central to Unit	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.

Speaking/ Listening Standards Central to Unit	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.
Language Standards Central to Unit	L.12.1 L.12.2 L.12.3	L.12.1 L.12.2 L.12.3	L.12.1 L.12.2 L.12.3	L.12.1 L.12.2 L.12.3
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 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