Pequea Valley School District
English

Unit 4: Reality in America: The Art of the Documentary **Course: Contemporary Literature** **Grade: 11/12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

What problems do we continue to face as a nation that we, as citizens, will need to face in our lifetimes?

Keystone Eligible Content/Common Core Standard

CC.1.5.11–12.C - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative,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.
CC.1.5.11–12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11–12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.4.11–12.V 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.

Pacing: Approximate number of class sessions per unit
15 Class Sessions (3 Academic Weeks)- separate unit or done concurrently with other units of study

Tier 3 Vocabulary (Content specific vocabulary)
claim
narrative structure
diction
tone
mood
point of view
narrative voice (Tier 3 – Domain-Specific)
purpose
audience
rhetoric
ethos

pathos
logos
kairos

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- ethos
- pathos
- logos
- credible claim

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- documentary storytelling is a product of contemporary art and literature
- storytelling is key to raising awareness to social issues as well as documenting history
- bias is rampant in contemporary media and writing- author's purpose

Learning Outcome - What do students need to be able to **do** by the unit's end? ***List skills and competencies, NOT learning activities***

evaluate bias, slant, purpose, and audience in media

- create a video that has a clear purpose, perspective, and message

Unit Assessments

- vocabulary quizzes
- viewing test and project

Literature:

- Miss Representation
- Inequality for all
- I Am Not your Negro

Software/Resources:

- Vocabulary.com
- Schoology.com

Pequea Valley School District
English

Unit 1: Introduction to the course: What is contemporary Literature? **Course: Honor's Composition** **Grade: 11/12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

What is contemporary literature?

Keystone Eligible Content/Common Core Standard

CC.1.2.11-12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11-12.D
Evaluate how an author's point of view or purpose shapes the content and style of a text.OBJ
CC.1.2.11-12.E
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.
CC.1.2.11-12.H
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.4.11-12.I
Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.5.11-12.C
Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.

Pacing: Approximate number of class sessions per unit
10 Class Sessions (2 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)

- audience
- codes
- communication
- context
- credibility

- decoding
- emotion (Tier 3 – Domain-Specific)
- voice
- purpose

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Context is important for any type of writing
- Literature is related to culture, identity, and history
- Literature helps us to better understand each other and ourselves

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- knowing the audience and purpose for writing is important to understanding
- Story is used in contemporary literature to better understand ourselves in relationship to the rest of the world
- Literature is a product of culture, and culture is ultimately what defines who we are.

Learning Outcome - What do students need to be able to **do** by the unit's end? ***List skills and competencies, NOT learning activities***

- define what contemporary means and the differences between contemporary literature and periods that came before it
- explain how the contemporary world and cultural movements have impacted culture, society, and literature
- discuss different types of writing
- design and present with a group one cultural and literary shift that has happened in contemporary literature
- Describe how our contemporary visions of success differ from those that came before

Unit Assessments

- vocabulary quizzes
- diagnostic writing assignment
- reading test
- project- group presentation
- Collins Writing
    - Type I
        - Wordsplash- historical happenings post WWII
        - Great Books/movies of the last 70 years
        - How does media shape our viewpoints?
    - Type III
        - Reflection: How has perspective and history shifted after WWII and how has this shift affected literature?

Literature:

- Beatles, Disco, Rock and Roll, and Rap
- “Transformation of the American Dream”- *New York Times article from 2017*

Software/Resources:

- Vocabulary.com

Pequea Valley School District
English

Unit 2: Defining Success in the 21st Century **Course: Contemporary Literature** **Grade: 11/12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

How do you define success and where does it come from?

Keystone Eligible Content/Common Core Standard

CC.1.3.11–12.H - Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.E - 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.
CC.1.2.11-12.H - Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.4.11-12.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.5.11-12.C - Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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.

Pacing: Approximate number of class sessions per unit
30 Class Sessions (6 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)

- nonfiction
- text structure
- anecdotal evidence
- metaphor (Tier 3 – Domain-Specific)
- voice
- purpose

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- structure in nonfiction writing takes multiple forms including using stories as framing devices for data

- MLA formatting
- parenthetical documentation
- thesis
- backing up a claim with specific data vs. generalizations

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Context is important for any type of writing
- Stories are the basis for all human understanding
- Success is not just based on work and talent- It's more complicated than that.
- Perceptions should be based on facts, anecdotal data, and research

Learning Outcome - What do students need to be able to **do** by the unit's end? ***List skills and competencies, NOT learning activities***

- write an argument framed in a story
- research an idea with real world research
- comprehend a nonfiction text
- present an idea or concept in a concise manner to the class

Unit Assessments

- vocabulary quizzes
- reading test
- project- group presentation
- Collins Writing
    - Type I
        - Success
        - 10 people and why they're successful
        - A working definition of success
    - Type III
        - Success project- Interview a person who you consider successful and write a paper in the same style as Gladwell's chapters that illustrates what makes that person successful, integrating the story from the interview into your argument

Literature:

- Malcolms Gladwell's *Outliers: The Story of Success*

Software/Resources:

- Vocabulary.com
- Google slides
- Schoology.com

Pequea Valley School District
ELA

Unit 3: Empathy: Understanding multiple perspectives **Course: Contemporary Literature** **Grade: 11/12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Why is it important to look at the world from multiple perspectives and viewpoints?

Keystone Eligible Content/Common Core Standard

CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11–12.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.11–12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11–12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11–12.J - 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.
CC.1.3.11–12.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition.

- 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 of the discipline in which they are writing.

Pacing: Approximate number of class sessions per unit
30 Class Sessions (6 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)

- metaphor
- diction
- style
- tone mood
- point of view
- narrative voice (Tier 3 – Domain-Specific)
- purpose

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- narrative voice
- empathy
- point of view
- theme

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- One interesting feature of contemporary literature is to play with form including text structure, vocabulary, narrative voice, perspective, etc.
- Literature is about empathy and seeing the world from other perspectives
- Seeing the world though other perspectives can help clarify our own purpose and points of view

Learning Outcome - What do students need to be able to **do** by the unit's end? ***List skills and competencies, NOT learning activities***

- comprehend a fiction text
- write an analytical essay

Unit Assessments

- vocabulary quizzes
- reading test
- essay project
- Collins Writing
    - Type I
        - Witnessing injustice- Have you ever seen another student or person bullied? What did it look like?
        - How do we judge?
    - Type III
        - Autism awareness reflection

Literature:

- Mark Haddon's *Curious Incident of the Dog in the Night-time*
- Temple Grandon's TED talk on Autism

Software/Resources:

- Vocabulary.com
- Schoology.com