

Moon Area School District Curriculum Map

Course: Contemporary Nonfiction

Grade Level: 12th Grade

Content Area: English

Frequency: Semester Course

Big Ideas

1. How does interaction with text provoke thinking and response?
2. How do ethos, pathos and logos shape the informative writing process?
3. How does productive oral communication rely on speaking and listening?
4. What connections can readers make when studying, analyzing, and reflecting on contemporary nonfiction writing?
5. What are the developments students can trace in the emergence of a central idea?

Essential Questions

1. What role does food play in our lives?
2. How is one's personal health and finances affected by their food choices?
3. Does success come from within or without?
4. What role does opportunity play in one's success?
5. What is legacy and what role does it play in our success?
6. What are our childhood dreams?
7. In what ways can we achieve our dreams and/or enable the dreams of others?

Primary Resource(s) & Technology:

Select novels including *In Defense of Food*, *Outliers: The Story of Success*, *The Last Lecture*, Microsoft Teams, Promethean Boards, Student Laptops/iPads, and all eligible works listed under eligible content.

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Introduction ·How does interaction with text promote thinking and response?	CC.1.2.11-12 A-L Students read, understand, and respond to informational text—with an	• Review of nonfiction text features • Review of ethos, pathos, and logos • Review of author's intent, main ideas and supporting details Eligible Content:	Weeks 1-2

·How do ethos, pathos, and logos shape the informative writing process? ·What role does food play in our lives?	emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	• Terms/Notes, Kahoot • Select articles and videos from Wendell Berry and Michael Pollan • <i>In Defense of Food</i>, “An Eater’s Manifesto”	
Nutritionism: What is it? •What role does food play in our lives? •How did we move from foods to nutrients? •What connections can readers make when studying, analyzing, and reflecting on contemporary nonfiction writing? •How doe ethos, pathos, and logos shape the informative writing process? •What are the developments students can trace in the emergence of a central idea?	CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes. 1.1.11.C Use knowledge of root words and words from literary works to	• Read and analyze The Age of Nutritionism and make connections • Note timeline for history of food, including key terms, laws enacted and repealed, scientists and officials • Review industrialization and its impact on food system Eligible Content: • <i>In Defense of Food</i> • Select articles and videos, PowerPoints/notes	Weeks 3 - 4

	recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships		
Western Diet & Diseases of Civilization • What role does food play in our lives? • How is one's personal health and	CC.1.2.11-12. A – L CC.1.3.11-12 A-K Students read, understand, and respond to informational text and works of literature—with an emphasis on	• Explore top five diseases in United States and the links between diet and disease • Read, analyze, interpret data on diseases worldwide • Review, discuss, and examine five major shifts in nutritional science • Complete presentations and graded discussion(s) Eligible Content: • Pollan's <i>In Defense of Food</i>	Weeks 5 - 7

finances affected by their food choices? •What connections can readers make when studying, analyzing, and reflecting on contemporary nonfiction writing? • How does productive oral communication rely on speaking and listening?	comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects. 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes. 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing 1.1.11.D	• Select supplemental material including informative articles, illustrations, graphs, charts, videos	
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	Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships		
Getting Over Nutritionism •How is one's personal health and finances affected by their food choices? •What role does food play in our lives? •How does interaction with text provoke thinking and response? •What connections can readers make when studying, analyzing, and reflecting on	CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 1.1.11.B	• Read, analyze, synthesize Western Diet solutions • Graded discussion • Create food ads Eligible Content: • <i>In Defense of Food</i> • Select informational articles and videos on Western Diet and healthy food choices. • Final project	Weeks 8 - 9

contemporary nonfiction writing? •How do ethos, pathos and logos shape the informative writing process?	Analyze the structure of informational materials explaining how authors used these to achieve their purposes. 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their		
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	relationships.		
Success & Opportunity •What role does opportunity play in one's success? •What connections can readers make when studying, analyzing, and reflecting on contemporary nonfiction writing? • What are the developments students can trace in the emergence of a central idea? •How does interaction with text provoke thinking and response? •How does productive oral communication rely on speaking and listening?	CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes. 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in	• Respond: is success intrinsic or extrinsic? • Read, analyze introduction, and make connections • Read, review, analyze, and reflect on Part Two: Legacy by completing guided reading questions • Identify and explain key terms • Graded discussion(s) • Reflective writing Eligible Content • <i>Outliers</i> Introduction: “The Rosetto Mystery” • <i>Outliers</i> Part One • Select articles, videos, notes, activities	Weeks 10 - 12

	speaking and writing. 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships. 1.5.11.A Write with a sharp, distinct focus. Identify topic, task and audience. Establish and maintain a single point of view. 1.5.11.C Write with controlled and/or subtle organization. Sustain a logical order throughout the piece. Include		
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	an effective introduction and conclusion. 1.5.11.D Write with a command of the stylistic aspects of composition. Use different types and lengths of sentences. Use precise language. 1.5.11.E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed. 1.5.11.F Edit writing using the conventions of language.		
Success & Legacy •What role does legacy play in one’s success? •What connections can readers make when studying, analyzing, and reflecting on contemporary nonfiction writing?	CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension,	• Review and explore Birth Order Theory • Define, identify, and explore concept of legacy • Read, review, analyze, and reflect on Part Two: Legacy by completing guided reading questions • Complete reflective writing • Graded discussion(s) • Research project on success Eligible Content • <i>Outliers</i> Part Two	Weeks 13 - 15

• What are the developments students can trace in the emergence of a central idea? • How does interaction with text provoke thinking and response? • How does productive oral communication rely on speaking and listening?	vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects. 1.1.11.B Analyze the structure of informational materials explaining how authors used these to achieve their purposes. 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. 1.1.11.D Identify, describe, evaluate and	• Select articles, videos, notes, activities	
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	synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships.		
Achieving Your Dreams •How does interaction with text provoke thinking and response? •What connections can readers make when studying, analyzing, and reflecting on contemporary nonfiction writing? •What are our childhood dreams and how can we achieve them? •How may we enable the dreams of others?	CC.1.2.11-12. A – L CC.1.3.11-12. A - K Students read, understand, and respond to informational text and works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. 1.1.11.B Analyze the structure of	• Read, analyze, and make connections while reading by answering guided reading questions • Examine craft and organization of lecture • Contrast with CMU lecture • Graded discussion(s) • Complete reflective writing Eligible Content • <i>The Last Lecture</i> • Select articles, videos, notes, activities	Weeks 16 - 18

	informational materials explaining how authors used these to achieve their purposes. 1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.		
Final Exam			Week 18