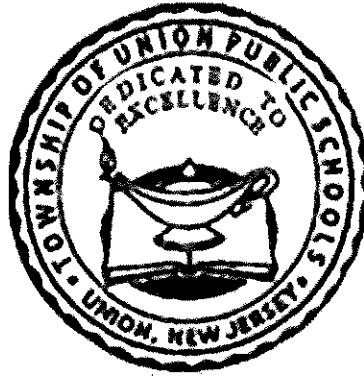


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN414S  
Literature of Identity and Growth**

**Adopted 06/2018**

## Course Description

Literature of Identity and Growth will be modeled after and implemented like a college English class. Student will practice literary analysis through discussion and formal and creative applications. The course will explore literature that speaks to the sculpting of young adults in all facets as well as features young adults and their transition to the “real world”

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.1. W.11-12.3 W.11-12.4 W.11-12.5. W.11-12.6. W.11-12.7 W.11-12.8. W.11-12.9. W.11-12.10	SL.11-12.1	L.11-12.1. L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.6
<b>Unit 2</b>	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6. RL.11-12.10 RI.11-12.1 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.1. W.11-12.2 W.11-12.4 W.11-12.5. W.11-12.6. W.11-12.7 W.11-12.8. W.11-12.9. W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5	L.11-12.1. L.11-12.2 L.11-12.3. L.11-12.4. L.11-12.5 L.11-12.6.
<b>Unit 3</b>	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6. RL.11-12.10 RI.11-12.1 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.1. W.11-12.4 W.11-12.5. W.11-12.6. W.11-12.7 W.11-12.8. W.11-12.9. W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5	L.11-12.1. L.11-12.2 L.11-12.3. L.11-12.4. L.11-12.5 L.11-12.6.

<b>Unit 4</b>	RI.11-12.1	W.11-12.3		L.11-12.1.
	RI.11-12.4	W.11-12.4	SL.11-12.1	L.11-12.2
	RI.11-12.6	W.11-12.5	SL.11-12.2	L.11-12.3.
	RI.11-12.7	W.11-12.6	SL.11-12.4	L.11-12.4.
	RI.11-12.10	W.11-12.9	SL.11-12.5	L.11-12.5
		W.11-12.10		L.11-12.6.

## Pacing Guide

	<b>Anticipated Length of Time (days)</b>
<b>Unit 1</b>	15 days
<b>Unit 2</b>	30 days
<b>Unit 3</b>	30 days
<b>Unit 4</b>	15 days

### Unit 1: Reading, Writing & Research

#### **Unit Summary**

This introductory unit will set the standards for work throughout the semester. Students will review proper formatting and expectations for reading and writing throughout the

course. Additionally, students will learn/review in-depth researching techniques to inform later projects.

**Essential Questions**

What are the essential skills a student needs to be successful in higher education?  
 What does it mean to “come of age”?

<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.2
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<u>The Rise and Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5.
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
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.	W.11-12.7
Gather relevant information from multiple authoritative print and digital sources,	W.11-12.8.

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, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<u>The Rise and Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
<b>Suggested Materials/Educational Resources</b>	
<u>Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage	L.11-12.1.

when writing or speaking.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
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.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
<u>The Rise and Decline of the Teenager</u> <u>Young Americans: A History of Childhood</u> <u>The Overprotected Kid</u>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
Article annotations Writing drafts Discussion Logs	Final writings Reading assessments	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
n/a	Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Introduction writing/College or Scholarship essay	Narrative writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA	Grammar and writing

	formatting	conventions
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INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<a href="#">Close Reading and Annotation Guide</a> <a href="#">Research Guides 9-12</a> <a href="#">Purdue OWL</a> <a href="#">Sadlier Vocabulary Workshop Level H resources</a>

Unit 2: Exploring Identity
<p><b><u>Unit Summary</u></b>  This unit explores the concept of identity and the role that it plays in a person’s coming of age. Students will read stories and poems that consider identity, the struggle for identity, and the ways in which people define/”find” their identity. Students will consider written and media texts such as <i>The Perks of Being a Wallflower</i>, short stories, poems, nonfiction articles, TEDtalks, print media, and films.</p>
<p><b><u>Essential Questions</u></b>  What is identity?  What factors play a role in creating identity?  What role does identity play in coming of age?</p>

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Analyze the impact of the author’s choices	RL.11-12.3



regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RL.11-12.10
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10

**Suggested Materials/Educational Resources**

*The Perks of Being a Wallflower* (novel and film)

Selected Poems:

- "I, too" (Hughes)
- "Phenomenal Woman" (Angelou)
- "Theme for English B" (Hughes)
- "Haircut" (Alexander)
- "A Song in the Front Yard" (Brooks)

Selected Short Stories:

- "Indian Education" (Alexie)
- "Ordinary Pain" (Lowenthal)
- "The Talk" (Soto)
- "The Jacket" (Soto)
- "The Neighborhood" (Gordon)
- "My Name" (Cisneros)
- "The Body Politic" (Weesner)
- "The Wrong Lunch Line" (Mohr)
- "Jump or Dive" (Cameron)
- "On the Road at Eighteen" (Hua)
- "Sea Urchin" (Lee)

Selected NonFiction:

- TEDtalk: The Danger of a Single Story
- "What Your Most Vivid Memories Say About You" (CommonLit)
- "What Adolescents Miss When We Let Them Grow Up in Cyberspace" (CommonLit)
- "Split at the Root" (Rich)
- "The Ugly Tourist" (Kincaid)
- "No Name Woman" (Kingston)

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts,	W.11-12.1.

using valid reasoning and relevant and sufficient evidence.	
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	W.11-12.2
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5.
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
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.	W.11-12.7
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,	W.11-12.8.

<p>and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.9.</p>
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>W.11-12.10</p>
<p><b>Suggested Materials/Educational Resources</b></p>	
<p><i>The Perks of Being a Wallflower</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> <li>● "I, too" (Hughes)</li> <li>● "Phenomenal Woman" (Angelou)</li> <li>● "Theme for English B" (Hughes)</li> <li>● "Haircut" (Alexander)</li> <li>● "A Song in the Front Yard" (Brooks)</li> </ul> <p>Selected Short Stories:</p> <ul style="list-style-type: none"> <li>● "Indian Education" (Alexie)</li> <li>● "Ordinary Pain" (Lowenthal)</li> <li>● "The Talk" (Soto)</li> <li>● "The Jacket" (Soto)</li> <li>● "The Neighborhood" (Gordon)</li> <li>● "My Name" (Cisneros)</li> <li>● "The Body Politic" (Weesner)</li> <li>● "The Wrong Lunch Line" (Mohr)</li> <li>● "Jump or Dive" (Cameron)</li> <li>● "On the Road at Eighteen" (Hua)</li> <li>● "Sea Urchin" (Lee)</li> </ul> <p>Selected NonFiction:</p> <ul style="list-style-type: none"> <li>● TEDtalk: The Danger of a Single Story</li> <li>● "What Your Most Vivid Memories Say About You" (CommonLit)</li> <li>● "What Adolescents Miss When We Let Them Grow Up in Cyberspace" (CommonLit)</li> <li>● "Split at the Root" (Rich)</li> <li>● "The Ugly Tourist" (Kincaid)</li> <li>● "No Name Woman" (Kingston)</li> </ul>	

## SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5
Suggested Materials/Educational Resources	
<p><i>The Perks of Being a Wallflower</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> <li>● "I, too" (Hughes)</li> <li>● "Phenomenal Woman" (Angelou)</li> <li>● "Theme for English B" (Hughes)</li> <li>● "Haircut" (Alexander)</li> <li>● "A Song in the Front Yard" (Brooks)</li> </ul> <p>Selected Short Stories:</p> <ul style="list-style-type: none"> <li>● "Indian Education" (Alexie)</li> <li>● "Ordinary Pain" (Lowentahal)</li> <li>● "The Talk" (Soto)</li> <li>● "The Jacket" (Soto)</li> <li>● "The Neighborhood" (Gordon)</li> <li>● "My Name" (Cisneros)</li> <li>● "The Body Politic" (Weesner)</li> <li>● "The Wrong Lunch Line" (Mohr)</li> <li>● "Jump or Dive" (Cameron)</li> <li>● "On the Road at Eighteen" (Hua)</li> <li>● "Sea Urchin" (Lee)</li> </ul> <p>Selected NonFiction:</p>	

- TEDtalk: The Danger of a Single Story
- “What Your Most Vivid Memories Say About You” (CommonLit)
- “What Adolescents Miss When We Let Them Grow Up in Cyberspace” (CommonLit)
- “Split at the Root” (Rich)
- “The Ugly Tourist” (Kincaid)
- “No Name Woman” (Kingston)

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
<i>The Perks of Being a Wallflower</i> (novel and film) Selected Poems: <ul style="list-style-type: none"> <li>● “I, too” (Hughes)</li> </ul>	

- "Phenomenal Woman" (Angelou)
- "Theme for English B" (Hughes)
- "Haircut" (Alexander)
- "A Song in the Front Yard" (Brooks)

Selected Short Stories:

- "Indian Education" (Alexie)
- "Ordinary Pain" (Lowentahal)
- "The Talk" (Soto)
- "The Jacket" (Soto)
- "The Neighborhood" (Gordon)
- "My Name" (Cisneros)
- "The Body Politic" (Weesner)
- "The Wrong Lunch Line" (Mohr)
- "Jump or Dive" (Cameron)
- "On the Road at Eighteen" (Hua)
- "Sea Urchin" (Lee)

Selected NonFiction:

- TEDtalk: The Danger of a Single Story
- "What Your Most Vivid Memories Say About You" (CommonLit)
- "What Adolescents Miss When We Let Them Grow Up in Cyberspace" (CommonLit)
- "Split at the Root" (Rich)
- "The Ugly Tourist" (Kincaid)
- "No Name Woman" (Kingston)

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Article annotations Writing drafts Discussion Logs Small Group discussion sessions		Final writings Reading assessments
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
<i>Perks of Being a Wallflower</i>		<i>Pearson Writer's Coach</i> <i>Sadlier Vocabulary Level H</i>
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Literary Analysis	Informative/Explanatory Writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA formatting	Grammar and writing conventions

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
Close Reading and Annotation Guide Research Guides 9-12

### Unit 3: Growth

#### Unit Summary

This unit explores the concept of growth and the role that it plays in a person's coming of age. Students will read stories and poems that consider growth, the life experiences that inform that growth, and the ways in which people help each other to grow. Students will consider written and media texts such as *The Five People You Meet in Heaven*, short stories, poems, nonfiction articles, TEDtalks, print media, and films.

#### Essential Questions

How do people in our lives influence our growth?  
 How do the events in our lives impact our growth?  
 What role does growth play in coming of age?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RL.11-12.3
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RL.11-12.4
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RL.11-12.5



Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL.11-12.6.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RL.11-12.10
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.4
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<p><i>The Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> <li>● "All that is Gold does not Glitter" (Tolkein)</li> <li>● "Mother to Son" (Hughes)</li> <li>● "A rose that Grew From Concrete" (Shakur)</li> <li>● "Still I Rise" (Angelou)</li> </ul> <p>Selected Short Stories:</p>	

- “Eyes and Teeth” (Coleman)
- excerpt from *How the Garcia Girls Lost Their Accents* (Alvarez)
- “Marigolds” (Collier)
- “Everything in This Country Must” (McCann)
- “How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie” (Diaz)
- “Drinking Coffee Elsewhere” (Packer)

Selected NonFiction:

- “He and I” (Ginzburg)
- Excerpts from *Walking to Listen* (Forsthoefel)
- TEDtalk: Everyday Leadership (Dudley)

WRITING	
Critical Knowledge and Skills	Standards
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5.
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
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	W.11-12.7

multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Gather relevant information from multiple authoritative print and digital 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, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	W.11-12.8.
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10

**Suggested Materials/Educational Resources**

<p><i>The Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> <li>● "All that is Gold does not Glitter" (Tolkien)</li> <li>● "Mother to Son" (Hughes)</li> <li>● "A rose that Grew From Concrete" (Shakur)</li> <li>● "Still I Rise" (Angelou)</li> </ul> <p>Selected Short Stories:</p> <ul style="list-style-type: none"> <li>● "Eyes and Teeth" (Coleman)</li> <li>● excerpt from <i>How the Garcia Girls Lost Their Accents</i> (Alvarez)</li> <li>● "Marigolds" (Collier)</li> <li>● "Everything in This Country Must" (McCann)</li> <li>● "How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie" (Diaz)</li> <li>● "Drinking Coffee Elsewhere" (Packer)</li> </ul> <p>Selected NonFiction:</p> <ul style="list-style-type: none"> <li>● "He and I" (Ginzburg)</li> <li>● Excerpts from <i>Walking to Listen</i> (Forsthoefel)</li> <li>● TEDtalk: Everyday Leadership (Dudley)</li> </ul>
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<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5
<b>Suggested Materials/Educational Resources</b>	
<p><i>The Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> <li>● "All that is Gold does not Glitter" (Tolkein)</li> <li>● "Mother to Son" (Hughes)</li> <li>● "A rose that Grew From Concrete" (Shakur)</li> <li>● "Still I Rise" (Angelou)</li> </ul> <p>Selected Short Stories:</p> <ul style="list-style-type: none"> <li>● "Eyes and Teeth" (Coleman)</li> <li>● excerpt from <i>How the Garcia Girls Lost Their Accents</i> (Alvarez)</li> <li>● "Marigolds" (Collier)</li> <li>● "Everything in This Country Must" (McCann)</li> <li>● "How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie" (Diaz)</li> <li>● "Drinking Coffee Elsewhere" (Packer)</li> </ul> <p>Selected NonFiction:</p> <ul style="list-style-type: none"> <li>● "He and I" (Ginzburg)</li> <li>● Excerpts from <i>Walking to Listen</i> (Forsthoefel)</li> <li>● TEDtalk: Everyday Leadership (Dudley)</li> </ul>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
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.	L.11-12.6

**Suggested Materials/Educational Resources**

<p><i>The Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> <li>● “All that is Gold does not Glitter” (Tolkein)</li> <li>● “Mother to Son” (Hughes)</li> <li>● “A rose that Grew From Concrete” (Shakur)</li> <li>● “Still I Rise” (Angelou)</li> </ul> <p>Selected Short Stories:</p> <ul style="list-style-type: none"> <li>● “Eyes and Teeth” (Coleman)</li> <li>● excerpt from <i>How the Garcia Girls Lost Their Accents</i> (Alvarez)</li> <li>● “Marigolds” (Collier)</li> <li>● “Everything in This Country Must” (McCann)</li> <li>● “How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie” (Diaz)</li> <li>● “Drinking Coffee Elsewhere” (Packer)</li> </ul>
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Selected NonFiction:

- “He and I” (Ginzburg)
- Excerpts from *Walking to Listen* (Forsthoefel)
- TEDtalk: Everyday Leadership (Dudley)

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Article annotations Writing drafts Discussion Logs Small Group discussion sessions		Final writings Reading assessments
District/School Texts		District/School Supplementary Materials
<i>The Five People You Meet in Heaven</i>		Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Literary Analysis	Argumentative Writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA formatting	Grammar and writing conventions

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide Research Guides 9-12 Purdue OWL

Unit 4: Capstone Project
<b>Unit Summary</b> This is the culmination of this course and will showcase the understandings that students have come to about identity, growth, and coming of age.
<b>Essential Questions</b> How have I come of age? Or have I?

READING	
Critical Knowledge and Skills	Standards
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Determine the meaning of words and	RI.11-12.4

phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	
excerpts from <i>The Last Lecture</i> (novel & film) Selected TEDtalks Selected Moth Stories	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4
Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style),	W.11-12.5.

focusing on addressing what is most significant for a specific purpose and audience.	
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6.
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	W.11-12.10
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>● excerpts from <i>The Last Lecture</i> (novel &amp; film)</li> <li>● Selected TEDtalks</li> <li>● Selected Moth Stories</li> </ul>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to	SL.11-12.5



enhance understanding of findings, reasoning, and evidence and to add interest.	
<b>Suggested Materials/Educational Resources</b>	
<ul style="list-style-type: none"> <li>● excerpts from <i>The Last Lecture</i> (novel &amp; film)</li> <li>● Selected TEDtalks</li> <li>● Selected Moth Stories</li> </ul>	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
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- Selected Moth Stories

<b>ASSESSMENT PLAN</b>		
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<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
n/a		Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Photo Essay	Narrative writing	Grammar and writing conventions
Presentation	Presenting Information	Integrating multiple sources

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<u>Close Reading and Annotation Guide</u> <u>Research Guides 9-12</u> <u>Purdue OWL</u>