

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

EN414S

Literature of Identity and Growth

Adopted 06/19/2018

Updated 12/18/18

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
Unit 1	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
Unit 2	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.
Unit 3	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	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.

	RI.11-12.6 RI.11-12.7 RI.11-12.10			
Unit 4	RI.11-12.1 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 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.

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse

		<p>problem or issue.</p> <ul style="list-style-type: none"> ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>ethnic and organizational cultures.</p>
3	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
4	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	15 days
Unit 2	30 days
Unit 3	30 days
Unit 4	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”?

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	RI.11-12.1

the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	
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

Suggested Materials/Educational Resources

[The Rise and Decline of the Teenager](#)
[Young Americans: A History of Childhood](#)
[The Overprotected Kid](#)

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.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,	W.11-12.3

and well-structured event sequences.	
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, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and	W.11-12.8.

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
Suggested Materials/Educational Resources	
The Rise and Decline of the Teenager Young Americans: A History of Childhood The Overprotected Kid	

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
Suggested Materials/Educational Resources	
Decline of the Teenager Young Americans: A History of Childhood The Overprotected Kid	

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	L.11-12.3

choices for meaning or style, and to comprehend more fully when reading or listening.	
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
Suggested Materials/Educational Resources	
The Rise and Decline of the Teenager Young Americans: A History of Childhood The Overprotected Kid	

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
Article annotations Writing drafts Discussion Logs		Final writings Reading assessments	
District/School Texts		District/School Supplementary Materials	
n/a		Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Introduction writing/College or Scholarship essay	Narrative 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](#)

[Sadlier Vocabulary Workshop Level H resources](#)

Unit 2: Exploring Identity

Unit Summary

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 *The Perks of Being a Wallflower*, short stories, poems, nonfiction articles, TEDtalks, print media, and films.

Essential Questions

What is identity?

What factors play a role in creating identity?

What role does identity play in coming of age?

READING

Critical Knowledge and Skills

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.

Standards

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	RI.11-12.4

(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

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)

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.
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	W.11-12.8.

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).	
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

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” (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)

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

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” (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)

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,	L.11-12.6

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.

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" (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)

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

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>Perks of Being a Wallflower</i>	Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Literary Analysis	Informative/Explanatory Writing	Grammar and writing conventions
Synthesis/Research project	Research methods & MLA	Grammar and writing

	formatting	conventions
--	------------	-------------

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

Unit 3: Growth
<p>Unit Summary</p> <p>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 <i>The Five People You Meet in Heaven</i>, short stories, poems, nonfiction articles, TEDtalks, print media, and films.</p> <p>Essential Questions</p> <p>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?</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 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	RL.11-12.5

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.	
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 Five People You Meet in Heaven (novel and film)

Selected Poems:

- “All that is Gold does not Glitter” (Tolkien)
- “Mother to Son” (Hughes)
- “A rose that Grew From Concrete” (Shakur)
- “Still I Rise” (Angelou)

Selected Short Stories:

- “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	W.11-12.6.

ongoing feedback, including new arguments or information.	
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, 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

The Five People You Meet in Heaven (novel and film)

Selected Poems:

- “All that is Gold does not Glitter” (Tolkein)
- “Mother to Son” (Hughes)
- “A rose that Grew From Concrete” (Shakur)
- “Still I Rise” (Angelou)

Selected Short Stories:

- “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 Brown girl, Black girl, White girl, or Halfie” (Diaz)
- “Drinking Coffee Elsewhere” (Packer)

Selected NonFiction:

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

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 Five People You Meet in Heaven</i> (novel and film)</p> <p>Selected Poems:</p> <ul style="list-style-type: none"> ● “All that is Gold does not Glitter” (Tolkein) ● “Mother to Son” (Hughes) ● “A rose that Grew From Concrete” (Shakur) ● “Still I Rise” (Angelou) <p>Selected Short Stories:</p> <ul style="list-style-type: none"> ● “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 Brown girl, Black girl, White girl, or Halfie” (Diaz)
- “Drinking Coffee Elsewhere” (Packer)

Selected NonFiction:

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

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

Suggested Materials/Educational Resources

The Five People You Meet in Heaven (novel and film)

Selected Poems:

- “All that is Gold does not Glitter” (Tolkein)
- “Mother to Son” (Hughes)
- “A rose that Grew From Concrete” (Shakur)
- “Still I Rise” (Angelou)

Selected Short Stories:

- “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)

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	

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Close Reading and Annotation Guide](#)
[Research Guides 9-12](#)
[Purdue OWL](#)

Unit 4: Capstone Project

Unit Summary

This is the culmination of this course and will showcase the understandings that students have come to about identity, growth, and coming of age.

Essential Questions

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 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	
excerpts from <i>The Last Lecture</i> (novel & film) Selected TEDtalks Selected Moth Stories	

WRITING	
Critical Knowledge and Skills	Standards
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	W.11-12.4

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
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.
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	
<ul style="list-style-type: none"> ● excerpts from <i>The Last Lecture</i> (novel & film) ● Selected TEDtalks ● Selected Moth Stories 	

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	SL.11-12.2

(e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	
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	
<ul style="list-style-type: none"> ● excerpts from <i>The Last Lecture</i> (novel & film) ● Selected TEDtalks ● Selected Moth Stories 	

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
Suggested Materials/Educational Resources	
<ul style="list-style-type: none"> ● excerpts from <i>The Last Lecture</i> (novel & film) ● Selected TEDtalks ● Selected Moth Stories 	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Article annotations Writing drafts Discussion Logs Small Group discussion sessions	Final writings/Capstone project	
District/School Texts	District/School Supplementary Materials	
n/a	Pearson <i>Writer's Coach</i> Sadlier <i>Vocabulary Level H</i>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Photo Essay	Narrative writing	Grammar and writing conventions
Presentation	Presenting Information	Integrating multiple sources

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

- Historical influence of time periods in which texts were written and/or represent
- sociology
- psychology

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

[Close Reading and Annotation Guide](#)

[Research Guides 9-12](#)

[Purdue OWL](#)