

## English Elective: Contemporary Literature

### Suggested Literature:

This is a tentative list of titles to be considered for this course. This list does not "assume" approval by the HSLACC to use any particular title for instructional purposes. Please check the *ASD Middle and High School Language Arts Approved for Instruction* spreadsheet located on the ASD Language Arts website. If not approved, complete an approval form and submit to respective department chairperson.

**Note:** Many schools have great pieces of literature that go unused in their bookrooms. Feel free to choose those titles as long as they still are considered contemporary literature (recommended post 1980).

### Novels:

<i>The Kite Runner</i>	Hosseini
<i>My Sister's Keeper</i>	Picoult
<i>Tuesdays with Morrie</i>	Albom
<i>Poisonwood Bible</i>	Kingsolver
<i>Speak</i>	Andersen
<i>Snow Falling on Cedars</i>	Gutterson
<i>The Namesake</i>	Lahiri
<i>The Life of Pi</i>	Martel
<i>The Shipping News</i>	Proux
<i>The Joy Luck Club</i>	Tan
<i>Fried Green Tomatoes</i>	Fannie Flagg
<i>Things Fall Apart,</i>	Achebe
<i>The Road</i>	Cormac McCarthy
<i>One Flew Over The Cuckoo's Nest</i>	Kesey
<i>Lone Ranger and Tonto Fistfight in Heaven</i>	Sherman Alexie
<i>House of Spirits</i>	Isabelle Allende
<i>Cat's Cradle</i>	Vonnegut
<i>Having our Say</i>	The Delaney Sisters
<i>5 People You Meet in Heaven</i>	Albom

### Short Stories:

*Athletic Shorts* by Chris Crutcher  
Raymond Carver  
Eudora Welty

### Poetry:

Gary Soto  
Sylvia Plath  
Mary Oliver  
Bily Collins  
Poetry 180

### Adventure/Survival

<i>A Walk in the Woods: Rediscovering America on the Appalachian Trail</i>	Bill Bryson
<i>Ghost Soldiers: The Epic Account of World War II's Greatest Rescue Mission</i>	Hampton Sides

**Fantasy/Science Fiction**

Feed  
 The Handmaid's Tale  
 A Wizard of Earthsea  
 The Crystal Cave: Book One of the Arthurian Saga

M.T. Anderson  
 Margaret Attwood  
 Ursula K. Le Guin  
 Mary Stewart

**Crime/Court/Justice/Mystery**

In Cold Blood: A True Account of a Multiple Murder and  
 Its Consequences  
 A Lesson Before Dying  
 A Time to Kill  
 And Then There Were None  
 In the Lake in the Woods/The Things They Carried  
 The Lovely Bones: A Novel

Truman Capote  
 Earnest J. Gaines  
 John Grisham  
 Agatha Christie  
 Tim O'Brien  
 Alice Sebold

**Expose/Cultural Critique (recommended in other curriculums in the nation READ FIRST)**

Amusing Ourselves to Death: Public Discourse in  
 the Age of Show Business  
 Fast Food Nation: The Dark Side of the All-American Meal  
 Technopoly: The Surrender of Culture to Technology  
 Primary Colors  
 Dave Barry Hits Below the Beltway

Neil Postman  
 Eric Schlosser  
 Neil Postman  
 Anonymous  
 Dave Barry

**Memoir/Biography**

October Sky: A Memoir  
 Seabiscuit: An American Legend  
 Its Not About the Bike: My Journey Back to Life  
 Angela's Ashes: A Memoir  
 My Losing Season  
 The Color of Water: A Black Man's Tribute to His White Mother  
 Me Talk Pretty One Day ?  
 Black Ice

Homer Hickam  
 Laura Hillenbrand  
 Lance Armstrong  
 Frank McCourt  
 Pat Conroy  
 James McBride  
 David Sedaris  
 Lorene Cary

**Book Club/Popular Culture**

White Oleander  
 Nanny Diaries  
 Where the Heart Is  
 The Bonesetter's Daughter  
 Sula (More Toni novels)  
 Secret Life of Bees  
 Fearless Jones: A Novel  
 Twisted  
 Pursuit of Happiness

Janet Fitch  
 Emma McLaughlin  
 Nicola Kraus  
 Billie Letts  
 Amy Tan  
 Toni Morrison  
 Sue Monk Kidd  
 Walter Mosley  
 Laurie Halse Anderson  
 Chris Gardner

**Contemporary Drama**

Wit: A Play

Margaret Edson

<b>Contemporary Literature Curriculum Draft</b> <b>Semester 1 – Unit 1</b> <b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>➤ Enduring Understanding:</li> <li>➤ Reflective readers apply personally meaningful criteria to make evaluative judgments about texts within and across genres, and these judgments influence their choices and interests as readers. *</li> </ul> <p>*Attribution given to Greece Central School District (Contemporary lit)</p>	<ul style="list-style-type: none"> <li>• How does viewing literature through a critical lens affect the analysis?</li> <li>• How have literary genres changed to reflect our multicultural society?</li> <li>• How does modern lit affect our culture today?</li> <li>• Have morals and ethics within our culture changed through history?</li> </ul>

<b>Cross Curricular Connections:</b> <i>Social Studies:</i> <i>Math:</i>		<i>Electives:</i> <b>Science:</b>	
	<b>Knowledge/Performance Standards</b>	<b>Performance Task Assessment (Example)</b>	<b>Resources</b>
<p><i>Estimated:</i> 9 weeks</p> <p><i>Actual:</i></p> <p><i>Notes:</i> Unit order may be arranged within a semester to support teaming and to accommodate resource availability.</p>	<p><b>Reading Focus: Modern American Literature (resources lists are the same for all units. Choose accordingly to achieve a mix of all genres)</b></p> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>· Analysis of multiple works or genres and from one or more time periods (e.g., poetry &amp; prose, fiction &amp; nonfiction, print &amp; non-print media)</li> <li>· Analysis of literary elements &amp; devices in one or more works (e.g., setting, characterization, conflict, diction/tone, symbolism, structure/form, imagery, symbolism, theme)</li> <li>· Response to literary criticism or a critical review of a work</li> <li>· Critical review of a literary text/performance (e.g., book review, movie review, theater review)</li> <li>· Personal response to literary text</li> </ul> <p>*Attribution given to Greece Central School District (Contemporary lit)</p>	<p><b>Formative:</b>          (“ . . . assessments that provide information to be used as feedback to modify instruction and learning activities.”          Marzano, 2006)</p> <ul style="list-style-type: none"> <li>• Students will read a collection of short stories or common fairy tales (any collections of texts to which a variety of lenses can be applied) and analyze them through a variety of in-class activities and formative writings.</li> <li>• Quizzes</li> <li>• Partner/Pair Share</li> <li>• Admit/Exit Passes</li> <li>• Fast writes</li> <li>• One-to-one conferences</li> <li>• Summary paragraph (Sum It Up)</li> <li>• Class review and discussion</li> </ul>	<p><b>Core Materials/Supplementary:</b>          See attached list, choose according to book room and availability.</p> <p><b>A collection of Fairy Tales for analysis of lenses?</b>  <b>Online at:</b>  <a href="http://www.ucs.mun.ca/~wbarker/fairies/grimm/g056.html">http://www.ucs.mun.ca/~wbarker/fairies/grimm/g056.html</a></p> <p><b>Any collection of short stories for analysis:</b>  <i>Athletic Shorts</i> by Chris Crutcher  <i>Cathedral</i> by Raymond Carver</p> <p>Websites:  <a href="http://www.teenreads.com/features/2006-reading-list.asp">http://www.teenreads.com/features/2006-reading-list.asp</a></p> <p>Sample Lesson Attached for critical lenses unit.</p>

<p><b>Contemporary Literature Curriculum Draft</b>  <b>Semester 1 – Unit 1</b>  <b>ENDURING UNDERSTANDING</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
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	<p><b>The student will know the following Terms:</b>  <b>Necessary teacher text:</b> <i>Critical Encounters in High School English: Teaching Literary Theory to Adolescents</i> by Deborah Appleman (some copies were provided to ASD teachers through an AP grant)</p> <ul style="list-style-type: none"> <li>• <b>Literary Genres</b></li> <li>• <b>Literary Devices and Terms</b></li> <li>• <b>Critical lenses (included but not limited to:</b>  Archetypal Criticism, Historical Criticism, Feminist Criticism, Marxist Criticism, Reader Response Criticism  Cultural Criticism, other.</li> </ul> <p><b>Grade Level Expectations:</b></p> <p><b>10] 4.3.2</b> Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p><b>[10] 4.3.3</b> Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)*</p> <p><b>[10] 4.3.4</b> Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p><b>[10] 4.3.5</b> Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p> <p><b>[10] 3.6.1</b> Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p><b>[10] 3.6.3</b> Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p>	<ul style="list-style-type: none"> <li>• Vocabulary and Spelling</li> <li>• Dialectical Logs</li> <li>• Learning Logs</li> <li>• Short and extended constructed Response</li> <li>• Expressive Writing e.g., poetry, letters, editorials, drama, reflective essays, and/or newsletters.</li> <li>• Discussion board (Blackboard), threaded discussions</li> <li>• Wikis (to be completed by individual book clubs/book groups)</li> <li>• Book Blog</li> </ul> <p><i>Summative:</i></p> <ul style="list-style-type: none"> <li>• Critical Analysis Essay/presentation/speech/project with digital focus</li> <li>• Literature Panel Presentation to the class</li> <li>• E-Portfolios</li> <li>• Podcast</li> </ul>	
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	<p>[10] 3.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)</p> <p>[10] 4.2.4 Using research-based information and/or analysis in research projects or extended reports*(L)</p> <p>10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)*</p> <p>[10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed*</p> <p>[10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed*</p> <p>[10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)* (L)</p>		
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<p><b>Contemporary Literature</b>  <b>Semester One – Unit Two</b>  Enduring Understanding:</p>	<p>Essential Questions</p>
<p>➤ Readers are the result of people making personally relevant choices about the books they will read and having meaningful, literate conversations with others about the books they have read .*</p> <p>➤ Readers read for different purposes (e.g., escapism, aesthetic appreciation, self-improvement, shared common experiences, cultural understanding) and therefore select different genres, oftentimes based on cultural, commercial, and/or aesthetic influences. *</p> <p>*Attribution given to Greece Central School District (Contemporary lit)</p>	<ul style="list-style-type: none"> <li>• How have literary genres changed to reflect our multicultural society?</li> <li>• How do contemporary societal issues affect us as a society and as individuals?</li> <li>• How has technology changed the way we read?</li> <li>• What makes literature worthy to read?</li> </ul>

	<p><b>Grade Level Expectations:</b></p> <p><b>[10] 4.3.2</b> Applying rules of spelling (e.g.,homophones, irregular plurals, and contractions)*</p> <p><b>[10] 4.3.3</b> Applying rules of punctuation (i.e.,comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)*</p> <p><b>[10] 4.3.4</b> Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p><b>[10] 4.3.5</b> Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p> <p><b>[10] 3.6.1</b> Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p><b>[10] 3.6.3</b> Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p><b>[10] 3.6.4</b> Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)*</p> <p><b>[10] 4.1.3</b> Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology</p>	<ul style="list-style-type: none"> <li>• Book Blog</li> </ul> <p><i>Summative:</i></p> <ul style="list-style-type: none"> <li>• Student determined personal final assessment.</li> <li>• Literature Panel Presentation to the class</li> <li>• E-Portfolios</li> <li>• Podcast</li> <li>• Literature Circle (traditional or online version)</li> </ul>	
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