

12th grade Teen Issues in Literature
Unit One – Decisions, Actions, and Consequences

Essential Questions

- Subconcepts – addiction, substance use & abuse, media messages, violence
- In class focus – media literacy
- Out of class reading – drug and alcohol issue novels

Enduring understanding: Our lives change as we make decisions based on what we are told, what we learn, and what we perceive from the world around us.

- How does literature reflect our lives?
- What is the relationship between decisions and consequences?
- How do we learn how to make good decisions?
- How can a person's decisions and actions change his/her life?
- How do the decisions and actions of characters reveal their personalities?

Cross Curricular Connections: *Social Studies: Science: Math: Electives: Health*

Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 6 weeks</p> <p>Actual:</p> <p>NOTES: Teachers must preview the films and documentaries recommended for this class before choosing materials. A global permission slip should be kept on file for the films that may be watched in class.</p>	<p>Reading Focus: <i>Class novel or novel of limited choice - supplementary reading and viewing material to be chosen by the teacher</i></p> <ul style="list-style-type: none"> • Character analysis • Messages from literature • Multi-genre • Media messages <p>Writing Focus: <i>Character development, personal narrative</i></p> <p>The student will know:</p> <ul style="list-style-type: none"> • The conventions of standard written English • How to summarize a passage and express the main point • Basic elements of fiction • How to communicate effectively with others - written, spoken, visual • The basics of conducting research and the documentation of primary and secondary sources 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Notetaking/discussions on concepts and theories about use and abuse of substances • Partner share with conversation • Fast writes - responses to visual media (timed) • 3-5 question quiz • Paragraph (descriptive) • Discussion – whole class and small group • Viewing guides • Rhetorical analysis of alcohol ads • Reading response journal or text annotation 	<p>Core Materials:</p> <p><i>Go Ask Alice</i></p> <p><i>The Boy Who Drank Too Much</i></p> <p><i>Whirligig</i></p> <p><i>God of Beer</i></p> <p><i>The Chocolate War</i></p> <p><i>Skud</i></p> <p>Supplementary Materials:</p> <p>Newspaper and magazine articles on binge drinking, DUI, violence in schools, causes of violence, etc.</p> <p>“White Rabbit” by Jefferson Airplane</p> <p><u>Novels:</u></p> <p><i>Speak</i> (also for self-image)</p> <p><i>Smack</i></p> <p><i>Breathing Underwater</i> (also for relationships)</p> <p><u>Short Stories:</u></p> <p><i>Sixteen</i> ed. Donald Gallo</p> <p><i>Visions: Short Stories</i> ed. Donald Gallo</p> <p><i>Small Avalanches</i></p>

<p>The focus on how youth perceive societal issues and are perceived by society remains constant through the three units.</p>	<p>Grade Level Expectations</p> <ul style="list-style-type: none"> • R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3 • R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2 • R. 3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2 • R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2 • R3.8 a. Differentiate between fact and opinion in text. • b. Analyze an author’s purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2 • W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1 <p>ISTE/NETS</p> <ul style="list-style-type: none"> • Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6) • Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6) • Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5) 	<p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Character analysis essay • Podcasts synthesizing research on drug types • Formal written analysis essay of music/lyrics about drugs/alcohol • Book tests 	<p>“Priscilla and the Wimps” Richard Peck “On the Bridge” Todd Strasser “Where are You Going, Where Have You Been?” Joyce Carol Oates “Small Avalanches” Joyce Carol Oates “Haunted” Joyce Carol Oates</p> <p><u>Essays:</u> “Why We Crave Horror Movies” Stephen King “The Gangster as Tragic Hero” Robert Warshaw “A Victim” Bruno Bettelheim “One Violent Crime” Shapiro</p> <p><u>Poetry:</u> Lyrics from popular music can be analyzed as poetry</p> <p><u>Websites:</u> National Institute on Drug Abuse for Teens http://teens.drugabuse.gov Topics in Alcohol Research – Aaron White, PhD http://www.duke.edu/~amwhite/index.html</p> <p><u>Audiovisual:</u> (Audio books available at: http://media.asd.k12.ak.us) alcohol print ads <i>Something Stinks in Hollywood</i> – DVD & curriculum on smoking in film from www.nmmlp.org “Binge Drinking Mom” – Season one of “30 Days” select episodes of “Freaks and Geeks” “Beers and Weirs”</p>
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			<p>“Carded and Discarded” “Chokin’ and Tokin’”</p> <p><u>Movies:</u> <i>Alcohol: What You Don’t Know</i> (ASD Media Catalog) <i>Drug Abuse: Altered States</i> (ASD Media Catalog) <i>Brain Scans: Alcohol and the Teenage Brain</i> <i>Devil’s Playground</i> <i>Smooth Talk</i> <i>Mean Girls</i> <i>Inside the Teenage Brain</i> – PBS Video <i>When Kids Get Life</i> – PBS Video <i>The Party’s Over: Sex, Alcohol, & Pregnancy</i> – PBS Video</p>
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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

12th grade Teen Issues in Literature
Unit Two – Constructing Identities

Essential Questions

- Subconcepts – self-image, decision making
- In class focus – media literacy
- Out of class reading – novel choice

Enduring Understanding: As our identities form we are influenced by outside forces; the degree of influence is up to us as we determine what information to take to heart and what to dismiss.

- How do we form and shape our identities?
- How do we define who we are?
- How does what others think about you affect how you think about yourself?
- What turning points determine our individual pathways to adulthood?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Cross Curricular Connections: *Social Studies: Science: Math: Electives: Health*

Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 8 weeks</p> <p>Actual:</p> <p>NOTES: Teachers must preview the films and documentaries recommended for this class before choosing materials. A global permission slip should be kept on file for the films that may be watched in class.</p>	<p>Reading Focus: <i>Class novel or novel of limited choice - supplementary reading and viewing material to be chosen by the teacher</i></p> <ul style="list-style-type: none"> • Interpretive comprehension • Experience-based comprehension • Multi-genre • Media messages <p>Writing Focus: <i>Reflection & analysis, personal narrative, research</i></p> <p>The student will know:</p> <ul style="list-style-type: none"> • The rhetorical modes and how they are used in written and visual text • Literary terms • How to discuss the stereotypes of society and how they are reflected in literature <p>Grade Level Expectations</p> <ul style="list-style-type: none"> • R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Notetaking/discussions on concepts and theories about self-image • Partner share with conversation • Fast writes - responses to visual media (timed) • 3-5 question quiz • Paragraph (descriptive) • Discussion – whole class and small group • Viewing guides • Rhetorical analysis of alcohol ads • Reading response journal or text annotation • Paragraph (descriptive) • Online discussion 	<p>Core Materials:</p> <p><i>Speak</i> – Laurie Halse Anderson</p> <p><i>Stargirl</i></p> <p><i>Catalyst</i> – Laurie Halse Anderson</p> <p><i>Whirligig</i></p> <p>Supplementary Materials:</p> <p>Becker Study on eating disorders</p> <p>Novels:</p> <p><i>Sisterhood of the Traveling Pants</i></p> <p><i>American Born Chinese</i></p> <p><i>The Toughest Indian in the World</i></p> <p><i>Flight</i></p> <p><i>The Gospel According to Larry</i></p> <p><i>Beacon Hill Boys</i></p> <p><i>Big Mouth and Ugly Girl</i></p> <p><i>Catch</i></p> <p><i>Staying Fat for Sarah Byrnes</i></p> <p><i>Stotan!</i></p> <p><i>Born Confused</i></p> <p><i>Who is Jesse Flood?</i></p> <p><i>Invisible Lives</i></p>

<p>Online discussion should be planned in advance, well-organized, and completely private. Possibilities include: ASD hosted Blackboard, Yahoo or Google group, wikispaces.</p>	<ul style="list-style-type: none"> • R3.4 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2 • R. 3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2 • R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2 • R3.8 a. Differentiate between fact and opinion in text. • b. Analyze an author’s purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2 • W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1 • [10] 4.5.1 Giving credit for others’ ideas, images, and multimedia information, including others’ ideas directly quoted or paraphrased by student, by citing <u>sources using a standard method of documentation (e.g., MLA or APA style)*</u> (L) • [10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed* <p>ISTE/NETS</p> <ul style="list-style-type: none"> • Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6) • Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5) • Use technology tools and resources for managing and communicating personal/professional information (e.g., 	<p>Summative: (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Research paper/ project on teen issue not covered in course • Book tests • Rhetorical analysis 	<p><u>Short Stories:</u> <i>Sixteen</i> ed. Donald Gallo <i>Visions: Short Stories</i> ed. Donald Gallo <i>Small Avalanches</i></p> <p>“Fourth of July” Robin Brancato “On the Bridge” Todd Strasser “Welcome” Ouida Sebestyen “Capricorn” Joyce Carol Oates “How I Contemplated the World” Joyce Carol Oates</p> <p><u>Essays:</u> “Fortunate Son” Dave Marsh from <i>Reading Culture</i> “Youth and American Identity” Lawrence Grossberg from <i>Reading Culture</i> “Teenage Wasteland” Donna Gaines from <i>Reading Culture</i> “Goths in Tomorrowland” Thomas Hine from <i>Reading Culture</i> “Gen X’s Enduring Legacy: The Internet” Mike Pope from <i>Reading Culture</i> “Gen (Fill in the Blank): Coming of Age, Seeking an Identity” Hochschild from <i>Reading Culture</i> “Generation 9-11” Kantrowitz & Naughton from <i>Reading Culture</i> “Howl” Allen Ginsberg from <i>Reading Culture</i> “Beauty and the Blob: Product Culture Now” Holt from <i>Reading Culture</i> “No Logo” Klein from <i>Reading Culture</i> “Who’s Wearing the Trousers? <i>The Economist</i> from <i>Reading Culture</i> “Shopping for Pleasure: Malls, Power, and Resistance” Fiske</p>
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finances, schedules, addresses, purchases, correspondence). (3, 4)

Poetry:

Song lyrics

Websites:

www.nmmlp.org (New Mexico Media Literacy Project)

Audiovisual:

(Audio books available at: <http://media.asd.k12.ak.us>)

Dove ad – supermodel

Print ads – fashion, beauty, etc.

Select segments of *The Corporation*

Episode of *The Twilight Zone* “The Transformation”

selected episodes of *Freaks and Geeks*

“Kim Kelly is My Friend”

“Looks & Books”

“The Little Things”

Movies:

How You Look is Not Who You Are (ASD Media Catalog) – eating disorders

Self-Image: The Fantasy, The Reality (ASD Media Catalog)

Persuaders – PBS video

The Merchants of Cool - PBS Video

Silent Epidemic: Teen Suicide – PBS Video

Girlhood

Sixteen Candles

Pretty in Pink

Clueless

“Muslims and America” – Season one of *30 Days*

“Anti-Aging” – Season one of *30 Days*

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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

Refreshed - 2007

<p>12th grade Teen Issues in Literature Unit Three – Relationships and Community</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> • Subconcepts – family, friends, citizenship & society, consumerism & debt • In class focus – media literacy • Out of class reading – relationship issues <p>Enduring Understanding: Conflict and change are an unavoidable part of the human experience.</p>	<ul style="list-style-type: none"> • What impact does family have during stages of our life? • How is conflict an inevitable part of relationships? • How are people transformed through their relationships with others? • What is community? • What are the individual’s responsibilities to the community and the community’s responsibilities to the individual?

Cross Curricular Connections: *Social Studies: Science: Math: Electives: Health*

Pacing	Knowledge/Performance Standards	Performance Task Assessment (Example)	Resources
<p>Estimated: 6 weeks</p> <p>Actual:</p> <p>NOTES: Teachers must preview the films and documentaries recommended for this class before choosing materials. A global permission slip should be kept on file for the films that may be watched in class.</p>	<p>Reading Focus: <i>Class novel or novel of limited choice - supplementary reading and viewing material to be chosen by the teacher</i></p> <ul style="list-style-type: none"> • Interpretive comprehension • Experience-based comprehension • Multi-genre • Media messages <p>Writing Focus: <i>Essay on novel, script/planning of presentation</i></p> <p>The student will know:</p> <ul style="list-style-type: none"> • The rhetorical modes and how they are used in written and visual text • Literary terms • How to discuss the stereotypes of society and how they are reflected in literature <p>Grade Level Expectations</p> <ul style="list-style-type: none"> • R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Notetaking/discussions on concepts and theories about self-image • Partner share with conversation • Fast writes - responses to visual media (timed) • 3-5 question quiz • Paragraph (descriptive) • Discussion – whole class and small group • Viewing guides Rhetorical analysis of alcohol ads Reading response journal or text annotation • Paragraph (descriptive) <p>Summative:</p>	<p>Core Materials:</p> <p>Novel on relationship (book choice)</p> <p><i>Breathing Underwater</i></p> <p><i>Rats Saw God</i></p> <p><i>Dreamland</i></p> <p><i>Stuck in Neutral</i></p> <p><i>Jacob Have I Loved</i></p> <p><i>Sisterhood of the Traveling Pants</i></p> <p><i>Staying Fat for Sarah Byrnes</i></p> <p><i>This Boy’s Life</i></p> <p><i>Night Kites</i></p> <p>Supplementary Materials:</p> <p>Info on credit card debt for college students</p> <p><u>Novels:</u></p> <p><u>Short Stories:</u></p> <p><i>Sixteen</i> ed. Donald Gallo</p> <p><i>Visions: Short Stories</i> ed. Donald Gallo</p> <p><i>Small Avalanches</i></p> <p>“Be-ers and Doers” Budge Wilson</p> <p>“Mildred” Colby Rodowsky</p>

- **R3.4** Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2
- **R. 3.7** Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2
- **R4.6** Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2
- **R3.8** a. Differentiate between fact and opinion in text.
- b. Analyze an author’s purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2
- **W4.1** Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1

ISTE/NETS

- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

(“...assessments that come at the end of a process or activity.” Marzano, 2006)

- **Technology based presentation - send a "message" about your book or a teen issue (podcast, movie, Photoshop ad, etc.)**
- **Formal literary analysis of novel choice**

- “Turmoil in a Blue and Beige Bedroom” Judi Angell
- “I, Hungry Hannah Cassandra Glen...” Norma Fox Mazer
- “May I Have Your Autograph?” Marjorie Sharmat
- “Midnight Snack” Diane Duane
- “Furlough- 1944” Harry Mazer
- “Do You Want My Opinion?” M.E. Kerr
- “The Gift Giving” Robin F. Brancato
- “She” Robert Cormier
- “In the Heat” Robert Cormier
- “The Visit” Joyce Carol Oates
- “The Model” Joyce Carol Oates
- “The Pin” Chris Crutcher
- “Kiswana Browne” Gloria Naylor (*Reading Culture*)

Essays:

- “What High School Is” Theodore Sizer (*Reading Culture*)
- “Let Teenagers Try Adulthood” Botstein (*Reading Culture*)
- “Note-Passing: Struggles for Status” Finders (*Reading Culture*)
- “The First Job” Cisneros (*Reading Culture*)
- “Nickel-and-Dimed: On (Not) Getting By in America” Ehrenreich (*Reading Culture*)

Poetry:

Lyrics from popular music can be analyzed as poetry

Websites:

			<p> www.akpirg.org www.fair.org - counter-spin www.smokefreemovies.ucsf.org www.prwatch.org </p> <p> <u>Audiovisual:</u> (Audio books available at: http://media.asd.k12.ak.us) selected episodes of "Freaks and Geeks" "I'm With the Band" "The Diary" "Girlfriends and Boyfriends" "The Garage Door" "Noshing and Moshing" "Smooching and Mooching" "Tests and Breasts" "Dead Dogs and Gym Teachers" </p> <p> <u>Movies:</u> <i>Sex: Everyone's Doing It - Not</i> (ASD Media Catalog) <i>Twisted Love: Dating Violence</i> (ASD Media Catalog) <i>Toxic Sludge</i> - Media Education Foundation <i>The Children Are Watching</i> – PBS Video <i>Never Been Kissed</i> – PG-13 <i>Jacob Have I Loved</i> – unrated <i>My Girl</i> </p>
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Refreshed - 2007