

**High School: Adolescent Literature**

Adopted Course Primary Resource	Supplementary Resources
<p>Novels</p> <ul style="list-style-type: none"> <li>• <i>The Catcher in the Rye</i> by J. D. Salinger</li> <li>• <i>The Glass Castle</i> by Jeannette Walls</li> </ul> <p>Short Stories</p> <ul style="list-style-type: none"> <li>• <i>Harrison Bergeron</i></li> <li>• <i>Sven and Olie</i></li> <li>• <i>Turmoil in a Blue and Beige Bedroom</i></li> </ul>	<p><b>Literature Circle Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>Go Ask Alice</i> by Anonymous</li> <li>• <i>Persepolis</i> by Marjane Satrapi (translated by Anjali Singh)</li> <li>• <i>The Hate U Give</i> by Angie Thomas</li> <li>• <i>The Astonishing Color of After</i> by Emily X.R. Pan</li> <li>• <i>Patron Saints of Nothing</i> by Randy Ribay</li> <li>• <i>The Fault in Our Stars</i> by John Green</li> <li>• <i>Looking for Alaska</i> by John Green</li> <li>• <i>Simon and the Homosapiens Agenda</i> by Becky Albertalli</li> <li>• <i>The Book Thief</i> by Macus Zusak</li> <li>• <i>With the Fire on High</i> by Elizabeth Acevedo</li> <li>• <i>American Street</i> by Ibi Zoboi</li> <li>• <i>All American Boys</i> by Jason Reynolds &amp; Brandon Kiely</li> <li>• <i>If I was Your Girl</i> by Meredith Russo</li> <li>• <i>If I Ever Get Out of Here</i> by Eric Gansworth</li> <li>• <i>Speak</i> by Laurie Halse Anderson</li> <li>• <i>Perks of Being a Wallflower</i> by Stephen Chbosky</li> <li>• <i>Sadie</i> by Cortney Summers</li> <li>• <i>All the Bright Places</i> by Jennifer Niven</li> <li>• <i>Aristotle and Dante Discover the Secrets of the Universe</i> by Benjamin Alire Saenz</li> <li>• Various Short Stories</li> <li>• Various Young Adult Novels (Student Choice)</li> </ul>

Strand	#	Standard: (Essential Standards in Red)
Reading	11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
Reading	11-12.2	Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details.

Reading	11-12.3	In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
Reading	11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
Reading	11-12.5	In literary texts, analyze how varied aspects of structure create meaning and affect the reader.
Reading	11-12.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective.
Reading	11-12.9	Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.
Writing	11-12.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes
Writing	11-12.2.a	Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Writing	11-12.3	Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Speaking & Listening	11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative

		<p>perspectives.</p> <p>d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Speaking & Listening	11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
Language	11-12.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

Units of Study	Standards	Unit Learning Targets	Common Assessments/Screening & Pacing
UNIT 1 What makes up a teenager?	<p><b>Reading:</b> 11-12.1; 11-12.2; 11-12.4; 11-12.6; 11-12.9</p> <p><b>Writing:</b> 11-12.1; 11-12.3</p> <p><b>Speaking &amp; Listening:</b> 11-12.1; 11-12.4</p> <p><b>Language:</b> 11-12.1</p>	<p><b>Essential Question:</b>            What contributes to teenage rebellion? How does knowledge in the adolescent phase of life affect rebellion, identity, and teenage development? How can you (students) apply this in your own life?</p> <ul style="list-style-type: none"> <li>• I can read and understand complex texts.</li> <li>• I can use textual evidence to support an analysis of explicit and implicit meaning.</li> <li>• I can analyze the techniques an author uses to develop literary elements.</li> </ul>	<p>Teenage Brain and Short Stories  <i>Harrison Bergeron</i>            1 week</p> <p><b>Assessment:</b> Teenage Brain Development Articles, Personal Connections, Short Story follow up.</p> <p><i>Harrison Bergeron</i> Essay</p>

UNIT 2 Mental Health & Teen Angst	<b>Reading:</b> 11-12.1; 11-12.2; 11-12.3; 11-12.5; 11-12.6; 11-12.9 <b>Writing:</b> 11-12.1; 11-12.2.a; 11-12.3 <b>Speaking &amp; Listening:</b> 11-12.1 <b>Language:</b> 11-12.1	<b>Essential Question:</b> How can one understand and work through the challenges of mental health and teen angst? <ul style="list-style-type: none"> <li>• I can read and understand complex texts.</li> <li>• I can use textual evidence to support an analysis of explicit and implicit meaning.</li> <li>• I can analyze the techniques an author uses to develop literary elements.</li> </ul>	<i>The Catcher in the Rye</i> 6-7 weeks  <b>Assessment:</b> Comprehension Quizzes and Final Test; Psychiatric Diagnosis Project, study guide, focused notes
UNIT 3 Coming of Age	<b>Reading:</b> 11-12.1; 11-12.2; 11-12.3; 11-12.5; 11-12.6; 11-12.9 <b>Writing:</b> 11-12.1; 11-12.2.a; 11-12.3 <b>Speaking &amp; Listening:</b> 11-12.1 <b>Language:</b> 11-12.1	<b>Essential Question(s):</b> How does identity and circumstance determine our path in life? How does our reaction to our experiences determine our quality of life? <ul style="list-style-type: none"> <li>• I can read and understand complex texts.</li> <li>• I can use textual evidence to support an analysis of explicit and implicit meaning.</li> <li>• I can analyze the techniques an author uses to develop literary elements.</li> </ul>	<i>The Glass Castle</i> 5-6 weeks  <b>Assessment:</b> Character Profile and Development (Through Fakebook or Essay)
UNIT 4 Coming into Identity & Adulthood	<b>Reading:</b> 11-12.1; 11-12.2; 11-12.3; 11-12.5; 11-12.6; 11-12.9 <b>Writing:</b> 11-12.1; 11-12.2.c; 11-12.3 <b>Speaking &amp; Listening:</b> 11-12.1 <b>Language:</b> 11-12.1	<b>Essential Question:</b> What turning points determine individual pathways to who we become? <ul style="list-style-type: none"> <li>• I can read and understand complex texts.</li> <li>• I can use textual evidence to support an analysis of explicit and implicit meaning.</li> </ul>	Lit Circles (See Above for Choices) 4-5 weeks <b>Assessment:</b> Literature Circle Discussions; Group Theme Presentation