

Contemporary Literature 1st Quarter Pacing Guide

UNIT ONE

Timespan: Two-Three Weeks

Key Theme: Narrative Writing

**Essential Question: *What moments and experiences define me?
How do I tell my story?***

UNIT TWO

Timespan: Six Weeks

Key Theme: *Countercultural Movements within America*

Big Idea: *Fed up with the indoctrination of the “American Dream” many Americans set out to blaze their own trails.*

Essential Question: *How did the ideals of the 1940’s and 50’s lead to the countercultural movements of the 60’s and 70’s?*

Week/ Dates	Standards (Academic and Practice)	Essential Skills/ Objectives	Readings	Assessments
<p>Week 1: Essential Question Weeks 1-2:</p> <p><i>What moments and experiences define me? Why is it important that I tell my story?</i></p>	<p><u>Reading</u> RL. 11-12.2 RL. 11-12.3</p> <p><u>Writing</u> W. 11-12.3 W. 11-12.3.B</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Understand the development of multiple themes within their readings. 2. Comprehend structure, meaning, and aesthetic impact within a narrative. 3. Develop experiences, events, and characters within their own narratives. 4. Plan and revise their own writing.* 	<p>Begin Unit One</p> <p><i>Why Do We Read and Write Memoirs?</i></p> <p><i>Crying in M Hart</i></p> <p><i>Model Application#1</i></p>	<p><u>Formative:</u> Student Narrative Essays (Rough Drafts)</p>
<p>Week 2:</p>	<p>RL.11-12.4 RL.11-12.5</p> <p>W.11-12.3d W.11-12.5</p>	<p>See Week One*</p>	<p><i>Chameleon</i></p> <p><i>The Monsters of King Island</i></p> <p><i>Model Application Essay#2</i></p>	<p>Summative: Student Narrative Essays (Final Drafts)</p>
<p>Week 3: Essential Question Weeks 3-6</p> <p><i>How did the concept of travel symbolize a new sense of freedom for people?</i></p>	<p>RL.11-12.1 RL. 11-12.2 RL.11-12.3</p> <p>W.11-12.3*</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough evidence from the text to support a claim about the narrative. 2. Analyze complex characters and assess their unique motives. 3. Apply narrative techniques used by the writer to their own 	<p>Begin Unit Two</p> <p><i>On the Road, Jack Keruoac</i> Part One Chapters 1,2,4, 8</p>	<p><u>Formative: SNAPSHOT</u></p> <p><i>Students will create a one page narrative of ONE day of their life on the road.</i></p>

		narratives.		
Week 4:	RL. 11-12.4 RL.11-12.5 RL.11-12.6	S.W.B.A.T.: 1. See Week Three, above*	<i>On the Road</i> , Jack Keruoac Part Two Chapters 1, 4, 5, 6	<u>Formative: SNAPSHOT</u> <i>Students will finish a one-page narrative of ONE day of their life on the road.</i>
Week 5:	RL.11-12.1 RL.11-12.2 RL.11-12.3	S.W.B.A.T.: 1. Discuss in groups the effect of drug use 2. Prepare a thorough AND concise presentation addressing a refined topic.	<i>Fear and Loathing in Las Vegas</i> , Hunter S. Thompson Part One Chapters One and Nine	<u>Formative:</u> <i>Students work in groups to prepare a short presentation about (an assigned) facet of Hunter S. Thompson's unusual life.</i>
Week 6:	RL.11-12.4 RL.11-12.5 RL.11-12.6 W.11-12.10	S.W.B.A.T.: 1. Analyze the motives of a complex character within the narrative. 2. Use and effectively present claims and counter-claims. 3. Write routinely over <i>shorter</i> time-frames.	<i>Fear and Loathing in Las Vegas</i> , Hunter S. Thompson Part Two Chapters Three and Eleven	Summative: <i>Students will complete a timed-write, responding to the prompt: cite strong and thorough textual evidence from the text to analyze the impact of drug use upon the narrative.</i>
Week 7: Essential Question Weeks 7-8/9: <i>What was second-wave</i>	RL.11-12.2 RL.11-12.3 SL.11-12.1a/b/c/d SL.11-12.3 W.11-12.1a W.11-12.1b	S.W.B.A.T.: 1. Cite strong and thorough textual evidence to support an opinion about the text. 2. Analyze how complex characters interact and add complexity and	<i>The Bell Jar</i> , Sylvia Plath Chapters 1, 4, 5, 6	<u>Formative:</u> <i>#1: Students will engage in an "entry-level" civil discourse pertaining to the rights of women, lack of opportunity throughout history, optimism as we move forward, etc.</i>

<p><i>feminism?</i> <i>What experiences defined being a woman at this period in history?</i></p>		<p>depth to a narrative.</p>		<p><i>#2: Students will create a claim, present evidence, and conclude with their own reasoning in response to a specific passage and prompt pertaining to “The Bell Jar.”</i></p>
<p>Week 8:</p>	<p>RL.11-12.5 RL.11-12.6 SL.11-12.1.a/b/c/d SL.11-12.3 W.11-12.2.a W.11-12.2b W.11-12.2d</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support an opinion about the text. 2. Analyze and critique a point of view that challenges the mainstream or dominant societal framework. 	<p><i>The Feminine Mystique,</i> Betty Fridan Chapters 1,2,4,7</p>	<p>Summative: <i>#1: Students will use critical feedback from the previous week to enter into a high-level Socratic Seminar.</i> <i>#2: Students will create a claim, present evidence, and conclude with their own reasoning in response to a specific passage and prompt pertaining to “The Feminine Mystique.”</i></p>