

**Course Curriculum Map: American Literature and Composition (2019-2020)**

	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
	September 5 – November 1		November 5 – January 14		January 28 – March 28		April 1 – May 31	
	1st Semester Expedition: A Place at the Table				2nd Semester Expedition: Justice for All			
Topic/Case Study	Case Study #1: <i>Food and the Human Experience</i>	Case Study #2: Fast Food Nation	Case Study #3: <i>Migrant Farmworkers</i>	Case Study #4: <i>Sustainable Solutions to Food System Problems</i>	Case Study #1: Twelve Angry Men	Case Study #2: <i>Mock Trials</i>	Case Study #3: Literary Study	Case Study #4: <i>Researching and Writing About Justice Issues</i>
Time Frame*	Sept. 5 - Oct. 12	Oct. 15 - Nov. 21	Nov. 26 - Dec. 7	Dec. 11 - Jan. 14	Jan. 28 - Feb. 28	Mar. 1 - Mar. 28	Apr. 1 - May 10	May 13 - May 31
Targets Taught and Assessed	<p><b>RPS 1: Cite evidence, summarize, analyze, and evaluate ideas in informational text.</b></p> <ul style="list-style-type: none"> <li>RPS 1.1: I can use evidence from a nonfiction text to support my analysis of its ideas.</li> <li>RPS 1.2: I can compose a clear, complete, and unbiased summary of a nonfiction text.</li> <li>RPS 1.3: I can determine multiple central ideas in a nonfiction text and analyze how they develop.</li> </ul> <p><b>RPS 2: Cite evidence, summarize, analyze, and evaluate ideas in literature.</b></p> <ul style="list-style-type: none"> <li>RPS 2.1: I can use evidence from a literary text to support my analysis of its ideas.</li> <li>RPS 2.2: I can compose a clear, complete, and unbiased summary of a literary text.</li> <li>RPS 2.4: I can identify the elements of a narrative and analyze their impact.</li> <li>RPS 2.5: I can determine the meaning of words and phrases as they are used in a literary text.</li> <li>RPS 2.6: I can analyze the impact of specific word choices on meaning and tone.</li> <li>RPS 2.7: I can analyze an author's writing style, including how they structure specific parts of a literary text or use language to affect its meaning, impact, or beauty.</li> </ul> <p><b>WPS 1: Writes narrative texts with strong focus, development, and organization.</b></p> <ul style="list-style-type: none"> <li>WPS 1.1: I can write a narrative that is focused and has a clear exposition.</li> <li>WPS 1.2: I can write a narrative that contains a coherent plot, a clear tone/theme, and a strong conclusion.</li> <li>WPS 1.3: I can develop my narrative using a variety of narrative techniques and word choices.</li> <li>WPS 1.4: I can strengthen my writing through the revision process.</li> </ul>	<p><b>RPS 1: Cite evidence, summarize, analyze, and evaluate ideas in informational text.</b></p> <ul style="list-style-type: none"> <li>RPS 1.1**</li> <li>RPS 1.2**</li> <li>RPS 1.3**</li> <li>RPS 1.4: I can identify the elements of a nonfiction text and analyze how they interact and develop.</li> <li>RPS 1.5: I can determine the meaning of words and phrases as they are used in nonfiction.</li> <li>RPS 1.7: I can analyze how a writer structures, supports, and builds a case for an argument.</li> <li>RPS 1.10: I can analyze how an author develops an argument in a text.</li> <li>RPS 1.11: I can evaluate the strength and validity of an author's arguments.</li> </ul> <p><b>WPS 3: Writes argumentative texts supported by strong evidence and reasoning.</b></p> <ul style="list-style-type: none"> <li>WPS 3.1: I can make a precise and knowledgeable claim about a given topic.</li> <li>WPS 3.2: I can organize my writing so that it develops my claim and makes clear its significance.</li> <li>WPS 3.3: I can build my argument with sufficient evidence, rhetoric, and skillful acknowledgement of counterclaims.</li> <li>WPS 3.4: I can use strong and persuasive reasoning to connect my evidence to my claim.</li> <li>WPS 3.5: I can strengthen my writing through the revision process.</li> </ul> <p><b>SLPS 1: Expresses ideas clearly and persuasively through diverse collaboration.</b></p> <ul style="list-style-type: none"> <li>SLPS 1.1: I can prepare for, contribute to, and respond thoughtfully to others during class discussions.</li> </ul> <p><b>WPS 2: Writes informative texts, integrating source material with original ideas.</b></p> <ul style="list-style-type: none"> <li>WPS 2.6**</li> </ul>	<p><b>WPS 1: Writes narrative texts with strong focus, development, and organization.</b></p> <ul style="list-style-type: none"> <li>WPS 1.1**</li> <li>WPS 1.2**</li> <li>WPS 1.3**</li> <li>WPS 1.4**</li> </ul> <p><b>SLPS 1: Expresses ideas clearly and persuasively through diverse collaboration.</b></p> <ul style="list-style-type: none"> <li>SLPS 1.2: I can comprehend and analyze information presented in speech and video.</li> </ul> <p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>LPS 1.1**</li> <li>LPS 1.2**</li> </ul>	<p><b>RPS 1: Cite evidence, summarize, analyze, and evaluate ideas in informational text.</b></p> <ul style="list-style-type: none"> <li>RPS 1.12: I can integrate and evaluate information from multiple sources, including primary sources, to answer a question or solve a problem.</li> </ul> <p><b>WPS 2: Writes informative texts, integrating source material with original ideas.</b></p> <ul style="list-style-type: none"> <li>WPS 2.1**</li> <li>WPS 2.2**</li> <li>WPS 2.3: I can develop my topic with evidence from credible sources and reasoning that connects my evidence to my thesis.</li> <li>WPS 2.4: I can follow a standard formatting and citation style in order to avoid plagiarism.</li> <li>WPS 2.5**</li> <li>WPS 2.6**</li> </ul> <p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>LPS 1.1**</li> <li>LPS 1.2**</li> </ul>	<p><b>RPS 2: Cite evidence, summarize, analyze, and evaluate ideas in literature.</b></p> <ul style="list-style-type: none"> <li>RPS 2.1**</li> <li>RPS 2.2**</li> <li>RPS 2.3: I can determine multiple themes in a literary text and analyze how they develop.</li> <li>RPS 2.4**</li> <li>RPS 2.5**</li> <li>RPS 2.8: I can analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</li> </ul> <p><b>WPS 1: Writes narrative texts with strong focus, development, and organization.</b></p> <ul style="list-style-type: none"> <li>WPS 1.1**</li> <li>WPS 1.2**</li> <li>WPS 1.3**</li> <li>WPS 1.4**</li> </ul> <p><b>SLPS 1: Expresses ideas clearly and persuasively through diverse collaboration.</b></p> <ul style="list-style-type: none"> <li>SLPS 1.2**</li> </ul> <p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>LPS 1.1**</li> </ul>	<p><b>RPS 1: Cite evidence, summarize, analyze, and evaluate ideas in informational text.</b></p> <ul style="list-style-type: none"> <li>RPS 1.1**</li> <li>RPS 1.2**</li> <li>RPS 1.5**</li> <li>RPS 1.6: I can analyze the impact of specific word choices on meaning and tone.</li> <li>RPS 1.9: I can analyze the impact of rhetorical techniques used by an author in a text.</li> <li>RPS 1.12: I can integrate and evaluate information from multiple sources, including primary sources, to answer a question or solve a problem.</li> </ul> <p><b>WPS 3: Writes argumentative texts supported by strong evidence and reasoning.</b></p> <ul style="list-style-type: none"> <li>WPS 3.1**</li> <li>WPS 3.2**</li> <li>WPS 3.3**</li> <li>WPS 3.4**</li> <li>WPS 3.5**</li> <li>WPS 3.6: I can skillfully use technology to produce and publish my writing, giving careful consideration to the formatting and/or design of the documents containing my work.</li> </ul> <p><b>SLPS 1: Expresses ideas clearly and persuasively through diverse collaboration.</b></p> <ul style="list-style-type: none"> <li>SLPS 1.1**</li> <li>SLPS 1.3: I can evaluate a speech for its use of evidence, rhetoric, and other elements of persuasion.</li> </ul> <p><b>SLPS 2: Organizes/presents information appropriate to task, purpose, and audience.</b></p> <ul style="list-style-type: none"> <li>SLPS 2.1: I can present information and arguments in speech, using evidence to support my ideas.</li> <li>SLPS 2.2: I can use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance others' understanding of my spoken ideas.</li> </ul>	<p><b>RPS 2: Cite evidence, summarize, analyze, and evaluate ideas in literature.</b></p> <ul style="list-style-type: none"> <li>RPS 2.1**</li> <li>RPS 2.2**</li> <li>RPS 2.3**</li> <li>RPS 2.4**</li> <li>RPS 2.5**</li> <li>RPS 2.6**</li> <li>RPS 2.7**</li> </ul> <p><b>WPS 2: Writes informative texts, integrating source material with original ideas.</b></p> <ul style="list-style-type: none"> <li>WPS 2.1**</li> <li>WPS 2.2**</li> <li>WPS 2.3**</li> <li>WPS 2.4**</li> <li>WPS 2.5**</li> <li>WPS 2.6**</li> </ul> <p><b>SLPS 2: Organizes/presents information appropriate to task, purpose, and audience.</b></p> <ul style="list-style-type: none"> <li>SLPS 2.1**</li> <li>SLPS 2.2**</li> <li>SLPS 2.3**</li> </ul> <p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>LPS 1.1**</li> <li>LPS 1.2**</li> </ul>	

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	<ul style="list-style-type: none"> <li>● <b>WPS 1.5:</b> I can skillfully use technology to produce and publish my writing, giving careful consideration to the formatting and/or design of the documents containing my work.</li> </ul> <p><b>WPS 2: Writes informative texts, integrating source material with original ideas.</b></p> <ul style="list-style-type: none"> <li>● <b>WPS 2.1:</b> I can write a strong, clear thesis statement about a given topic.</li> <li>● <b>WPS 2.2:</b> I can develop my thesis in a well-written introduction, body, and conclusion, using transitional words and phrases to create cohesion between these parts of my writing.</li> <li>● <b>WPS 2.5:</b> I can strengthen my writing through the revision process.</li> <li>● <b>WPS 2.6:</b> I can skillfully use technology to produce and publish my writing, giving careful consideration to the formatting and/or design of the documents containing my work.</li> </ul> <p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>● <b>LPS 1.1:</b> I can use appropriate English conventions, including spelling, grammar, punctuation, and capitalization.</li> <li>● <b>LPS 1.2:</b> I can use precise, specific word choices in my writing that are appropriate for audience, style, and purpose.</li> </ul>	<p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>● <b>LPS 1.1**</b></li> <li>● <b>LPS 1.2**</b></li> </ul>				<ul style="list-style-type: none"> <li>● <b>SLPS 2.3:</b> I can adapt presentations to fit a given audience and occasion.</li> </ul> <p><b>LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.</b></p> <ul style="list-style-type: none"> <li>● <b>LPS 1.1**</b></li> <li>● <b>LPS 1.2**</b></li> </ul>		
<b>Tasks/ Summative Assessments</b>	<ul style="list-style-type: none"> <li>● <a href="#">Recipe Book Project</a></li> <li>● "The New Face of Hunger" Exit Ticket</li> <li>● "What's On My Plate?" Graph</li> <li>● <a href="#">Dietary Influences Essay</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Fast Food Nation Tests</a></li> <li>● <a href="#">Fast Food Nation Infographic</a></li> <li>● <a href="#">ACT-Style In-Class Essay</a></li> <li>● <a href="#">Fast Food Nation Socratic Seminar</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Migrant Farmworker Narrative</a></li> <li>● <a href="#">Food Chains (2014) vs. Harvest of Shame (1960)</a> (documentary comparison)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Sustainable Solutions Booklet (Final Product)</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Twelve Angry Men Test</a></li> <li>● <a href="#">Twelve Angry Men Writing Assignment</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Speech Rhetorical Analysis</a></li> <li>● <a href="#">Landmark Case Exit Ticket</a></li> <li>● <a href="#">Mock Trial Speech</a></li> <li>● <a href="#">Mock Trial Speech</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Chapter Quizzes</a></li> <li>● <a href="#">Literary Analysis Essay</a></li> <li>● <a href="#">Literary Response Project</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Justice Issue Research Paper (Final Product)</a></li> <li>● <a href="#">Justice Issue Research Presentation</a></li> <li>● <a href="#">Justice Issue Research Paper</a></li> </ul>
<b>Texts</b>	<ul style="list-style-type: none"> <li>● <a href="#">Kitchen Literacy</a> by Anne Vileisis (excerpts)</li> <li>● Various short fiction works with food themes</li> <li>● <a href="#">"The New Face of Hunger" by Tracie McMillan</a></li> <li>● <a href="#">A Place at the Table</a> (documentary)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Food Politics</a> by Marion Nestle (excerpts)</li> <li>● <a href="#">Fast Food Nation</a> by Eric Schlosser</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">The Grapes of Wrath</a> by John Steinbeck (excerpts)</li> <li>● <a href="#">With These Hands: The Hidden World of Migrant Farmworkers Today</a> by Daniel Rothenberg</li> </ul>	<ul style="list-style-type: none"> <li>● Database articles about food system problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Twelve Angry Men</a> by Reginald Rose</li> <li>● <a href="#">Twelve Angry Men (1957 film)</a></li> </ul>	<ul style="list-style-type: none"> <li>● Texts of famous speeches (via <a href="#">AmericanRhetoric.com</a>)</li> <li>● Texts of landmark court cases</li> <li>● Mock Trial Packets (via <a href="#">Illinois State Bar Association</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">To Kill a Mockingbird</a> by Harper Lee OR</li> <li>● <a href="#">Animal Farm</a> by George Orwell</li> </ul>	<ul style="list-style-type: none"> <li>● Database articles about justice issues</li> </ul>
<b>Expedition Connection (Fieldwork, Expert Speakers, etc.)</b>	<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>● Hunger Task Force</li> <li>● Bryn Teg Farm</li> <li>● Eco-Justice Center</li> </ul>	<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>● Feed My Starving Children</li> </ul>		<p><b>Expert speakers:</b></p> <ul style="list-style-type: none"> <li>● Pam Halbach, RKCAA</li> <li>● Karl Erickson, ELCA Outreach Center</li> </ul>		<p><b>Expert speaker:</b></p> <ul style="list-style-type: none"> <li>● Kelly Heckel (criminal defense lawyer)</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>● Kenosha County Courthouse</li> </ul>		
<b>ACT Skills Addressed</b>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 701, 702, 703</li> <li>● IDT 701, 702</li> <li>● WME 701, 702, 703</li> <li>● TST 701, 702, 703</li> <li>● PPV 301, 302</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> <li>● ORG 301, 302</li> <li>● KLA 301, 302</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303, 306</li> <li>● IDT 301, 302</li> <li>● REL 301, 302, 303, 304, 305</li> <li>● WME 301, 302, 303</li> <li>● TST 301, 302, 303</li> <li>● ARG 301, 302, 303</li> <li>● SYN 301</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303, 306</li> <li>● SYN 301</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> <li>● ORG 301, 302</li> <li>● KLA 301, 302</li> <li>● SST 301, 302</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303, 306</li> <li>● IDT 301, 302</li> <li>● WME 303</li> <li>● ARG 301, 302, 303</li> <li>● SYN 301</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> <li>● ORG 301, 302</li> <li>● KLA 301, 302</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303, 306</li> <li>● IDT 301</li> <li>● REL 301, 302, 303, 304, 305</li> <li>● WME 303</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● PUN 301, 302</li> </ul> <p><b>ACT Writing Standards:</b></p> <ul style="list-style-type: none"> <li>● L&amp;C 602</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303</li> <li>● IDT 302</li> <li>● REL 301, 302, 303, 304, 305</li> <li>● WME 302, 303</li> <li>● ARG 301, 302, 303</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> <li>● ORG 301, 302</li> <li>● KLA 301, 302</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303</li> <li>● IDT 301, 302</li> <li>● REL 301, 302, 303, 304, 305</li> <li>● WME 301, 302</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> <li>● ORG 301, 302</li> <li>● KLA 301, 302</li> <li>● SST 301, 302</li> </ul>	<p><b>ACT Reading Standards:</b></p> <ul style="list-style-type: none"> <li>● CLR 301, 302, 303, 306</li> <li>● IDT 301, 302</li> <li>● WME 303</li> <li>● ARG 301, 302, 303</li> <li>● SYN 301</li> </ul> <p><b>ACT English Standards:</b></p> <ul style="list-style-type: none"> <li>● TOD 301, 302, 303</li> <li>● ORG 301, 302</li> <li>● KLA 301, 302</li> </ul>

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	<ul style="list-style-type: none"> <li>SST 301, 302</li> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>L&amp;C 602</li> </ul>	<ul style="list-style-type: none"> <li>ORG 301, 302</li> <li>KLA 301, 302</li> <li>SST 301, 302</li> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>I&amp;A 601, 602</li> <li>D&amp;S 601</li> <li>ORG 601, 602</li> <li>L&amp;C 601, 602</li> </ul>	<ul style="list-style-type: none"> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>L&amp;C 602</li> </ul>	<ul style="list-style-type: none"> <li>SST 301, 302</li> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>I&amp;A 601, 602</li> <li>D&amp;S 601</li> <li>ORG 601, 602</li> <li>L&amp;C 601, 602</li> </ul>		<ul style="list-style-type: none"> <li>SST 301, 302</li> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>I&amp;A 601, 602</li> <li>D&amp;S 601</li> <li>ORG 601, 602</li> <li>L&amp;C 601, 602</li> </ul>	<ul style="list-style-type: none"> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>I&amp;A 601, 602</li> <li>D&amp;S 601</li> <li>ORG 601, 602</li> <li>L&amp;C 601, 602</li> </ul>	<ul style="list-style-type: none"> <li>SST 301, 302</li> <li>USG 301-305</li> <li>PUN 301, 302</li> </ul> <p><u>ACT Writing Standards:</u></p> <ul style="list-style-type: none"> <li>I&amp;A 601, 602</li> <li>D&amp;S 601</li> <li>ORG 601, 602</li> <li>L&amp;C 601, 602</li> </ul>
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