

# 2021-2022 ELA Curriculum Map, Grade 12, Q1

## AP Culturally Relevant African American/Mexican American Viewpoint



Reading Focus: Literature Writing Focus: Analytical	Unifying Concept: Gender, Identity, and Power	Quarter 1
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Every society, ethnic group, and culture has gender role expectations, which vary from group to group and can change over time.</li> <li>• Effective writers are aware of gender stereotypes and understand that a writer's word choices can serve to promote or counter such views.</li> <li>• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does African American and Mexican American literature address gender stereotypes?</li> <li>• Why do societies create gender role expectations?</li> <li>• How do literary characters reflect the values, morals, and fears of the cultures that created them?</li> </ul>	
<b>AP Big Ideas and Skills</b>		
<p><b>Character</b></p> <p>1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p> <p>1.B Explain the function of a character changing or remaining unchanged.</p> <p>1.C Explain the function of contrasting characters.</p> <p>1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.</p> <p><b>Structure</b></p> <p>3.A Identify and describe how plot orders events in a narrative.</p> <p>3.B Explain the function of a particular sequence of events in a plot.</p> <p>3.C Explain the function of structure in a text.</p> <p>3.D Explain the function of contrasts within a text.</p> <p>3.E Explain the function of a significant event or related set of significant events in a plot.</p> <p>3.F Explain the function of conflict in a text.</p> <p><b>Narration</b></p> <p>4.A Identify and describe the narrator or speaker of a text.</p> <p>4.B Identify and explain the function of point of view in a narrative.</p> <p><b>Figurative Language</b></p> <p>6.A Identify and explain the function of a simile.</p> <p>6.B Identify and explain the function of a metaphor.</p> <p><b>Literary Argumentation</b></p> <p>7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p> <p>7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>		
<b>Supporting Standards</b>		
<p><b>Setting</b></p> <p>2.A Identify and describe specific textual details that convey or reveal a setting.</p>		

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<p>2.B Explain the function of setting in a narrative.</p> <p>2.C Describe the relationship between a character and a setting.</p>	
<b>Constant Standards</b>	
<p>7.E Demonstrate control over the elements of composition to communicate clearly.</p> <p>5.B Explain the function of specific words and phrases in a text</p>	
<b>Social Justice Standards</b>	
<p><b>Identity:</b> Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).</p> <p><b>Diversity:</b> Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).</p> <p><b>Justice:</b> Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).</p> <p><b>Action:</b> Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16).</p> <p><b>Learning for Justice Website:</b> <a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a></p>	
<b>Adopted Texts and Materials</b>	
<p><b>Textbooks: Adopted Anthologies:</b> <i>Language of Literature--British Literature(L), Elements of Literature—British Literature (E)</i></p> <p><i>Literature &amp; Composition. Reading, Writing, Thinking</i></p> <p>Jago, Carol ; Shea, Renee H. ; Scanlon, Lawrence ; Aufses, Robin Dissin</p> <p><b>Recommended Extended Texts:</b> Choose 1</p> <p><i>Passing</i>, Nella Larsen</p> <p><i>Their Eyes Were Watching God</i>, Zora Neale Hurston</p> <p><i>The Color Purple</i>, Alice Walker</p> <p><i>Women of Brewster Place</i>, Gloria Naylor</p> <p><i>Sula</i>, Toni Morrison</p> <p><i>The Bluest Eye</i>, Toni Morrison</p> <p><i>Beloved</i>, Toni Morrison</p>	<p><b>Recommended Short Fiction:</b></p> <p>"Eleven," Sandra Cisneros</p> <p>"The Man to Send Rain Clouds," Leslie Marmon Silko</p> <p>"Sonny's Blues," James Baldwin</p> <p>"Girl," Jamaica Kincaid</p> <p>"Recitatif," Toni Morrison</p> <p>"Everyday Use," Alice Walker</p> <p>"Sweat," Zora Neale Hurston</p> <p>"Salvador, Late or Early," Sandra Cisneros</p> <p>"The Red Jacket," Sandra Cisneros</p> <p>"Woman Hollering Creek," Sandra Cisneros</p> <p>"Llano in Flames," Juan Rulfo (need to vet)</p> <p>"Manana Means Heaven," Hernandez (need to vet)</p> <p>"Women in Coffee Shops," Stella Pope Duarte</p> <p>"Brownies," ZZ Packer</p> <p>"A &amp; P," John Updike</p> <p><a href="#">Excerpt from James Weldon Johnson's <i>The Autobiography of an Ex-Colored Man</i>, Exam 2020</a></p> <p><b>Recommended Poetry</b></p> <p>"Introduction to Poetry," Billy Collins</p>

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	<p> <a href="#">“Theme for English B,” Langston Hughes</a>  <a href="#">“The Unknown Citizen,” W.H. Auden</a>  <a href="#">“Frontera/Border,” Francisco X. Alarcon</a>  <a href="#">“Sonnet 20,” William Shakespeare</a>  <a href="#">“America,” Claude McKay</a>  <a href="#">“the woman’s mourning song,” bell hooks</a>  <a href="#">“One Thing I Don’t Need,” Ntozake Shange</a>  <a href="#">“Dawn Revisited,” by Rita Dove</a>  <a href="#">“Poem for a Lady Whose Voice I Like,” by Nikki Giovanni</a>  <a href="#">“Still I Rise,” Maya Angelou</a>  <a href="#">“Speech to the Young,” Gwendolyn Brooks</a>  <a href="#">“Bilingual/Bilingue,” Rhina P. Espailat</a>  <a href="#">“Quinceanera,” Judith Ortiz Cofer</a>  <a href="#">“Facing It,” Yusef Komunyakaa</a>  <a href="#">“Perfect Dress,” Marisa de los Santos</a>  <a href="#">“Death be not proud,” John Donne</a>  <a href="#">“To His Coy Mistress,” Andrew Marvell</a>  <a href="#">“For that He Looked Not Upon Her,” George Gascoigne</a>  <a href="#">“Inlak’ech,” Luis Valdez</a>  <a href="#">“La Relacion,” Álvaro Núñez Cabeza de Vaca, p. 72</a> </p> <p> <b>Recommended Supplemental Nonfiction:</b>  <a href="#">“Frank Ocean: Challenging Hip-Hop's Hypermasculinity”</a>  <a href="#">“Skin-Whitening Creams” The Guardian</a>  <a href="#">James Baldwin on Black English</a>  <a href="#">NPR article on “passing” for white:</a>  <a href="#">“The Case for Black English,” Vinson Cunningham</a>  <a href="#">“The Social Significance of Rap &amp; Hip-Hop Culture”</a>  <a href="#">“Why Rap is Powerful” Davey D.</a>  <a href="#">Interview with hip-hop producer Russell Simmons</a>  <a href="#">“You Men Who Fault Women,” Sor Juana Inez de la Cruz</a>  <a href="#">“I Danced with the Prettiest Girl,” Dagoberto Gilb</a>  <a href="#">“Female Orations,” Margaret Cavendish p. 493</a> </p>
Instructional and Assessment Guides	Additional Instructional Resources

# 2021-2022 ELA Curriculum Map, Grade 12, Q1

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<p> <a href="#">AP English Literature Course Guide</a>  <a href="#">Bloom's Taxonomy</a>  <a href="#">DOK Levels</a>  <a href="#">DOK Stems</a>  <a href="#">Hess's Matrix</a>  <a href="#">MLA Guide from the Purdue Online Writing Lab</a>  <a href="#">SPARK Strategies</a>  <a href="#">TUSD SPARKS</a>  <b>Learning for Justice Website:</b> <a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a>  <b>Socratic Seminar Resources:</b>  <a href="#">NWABR</a> </p>	<p> <b>Electronic Resources and Alternative Media:</b>  <a href="#">"We Should All Be Feminists," Chimamanda Adichie (TEDTalk)</a>  <a href="#">Beyond Beats and Rhymes (film)</a>  <a href="#">"Woman to Woman," Thea Monyee</a>  <a href="#">Article on the creator of Wonder Woman</a>  <a href="#">The Color Purple teaching guide</a>  <a href="#">TED Talk on the status of women in the world</a>  <a href="#">TED Talk on manhood</a>  <a href="#">Prof. John McWhorter on Talking Back, Talking Black:</a>  <a href="#">"Broken English," Jamila Lyiscott (spoken word TED Talk)</a>  <a href="#">Chicago Blues: A Living History (video)</a>  <a href="#">"Politics and the English Language" by George Orwell</a>  <a href="#">"Rethinking Othello in the Age of Obama," Talk of the Nation</a>  <a href="#">"I Am My Language" (3-minute youtube video)</a> </p> <p> <b>AP Prompts:</b>  <a href="#">Question 3 2014 "Sacrifice"</a>  <a href="#">Question 3 2013 "Bildungsroman"</a> </p> <p> <b>Language of Literature Resources:</b>  <a href="#">McDougall Littell Audio 12<sup>th</sup> Grade</a>  <a href="#">McDougall Littell Classzone 12<sup>th</sup> Grade</a> </p>
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# 2021-2022 ELA Curriculum Map, Grade 12, Q2

## AP Culturally Relevant African American/Mexican American Viewpoint



Reading Focus: Literature Writing Focus: Analytical	Unifying Concept: Language and Identity: Chicanx Power Narratives	Quarter 2
Enduring Understandings:		Essential Questions:
<ul style="list-style-type: none"><li>Readers make judgments about fictional characters through the character’s dialog; much as people judge others, by the way they speak.</li><li>Effective writers and speakers select a style of expression that is appropriate for the audience and the context of the communication.</li></ul>		<ul style="list-style-type: none"><li>How have Chicanx writers used fiction and imagined literature to effect positive social and political change?</li><li>How is a college-level classroom a space for culture to heal?</li><li>What are the roots of the Chicano Power movement and how does the movement continue to involve and evolve writers?</li></ul>
AP Standards		
Highly-Leveraged AP Skill Categories		
<b>Character</b> 1.C Explain the function of contrasting characters. 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another. 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.		
<b>Setting</b> 2.B Explain the function of setting in a narrative. 2.C Describe the relationship between a character and a setting		
<b>Structure</b> 3.B Explain the function of a particular sequence of events in a plot. 3.D Explain the function of contrasts within a text		
<b>Narration</b> 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective. 4.D Explain how a narrator’s 4 reliability affects a narrative.		
<b>Figurative Language</b> 5.A Distinguish between the literal and figurative meanings of words and phrases. 5.C Identify and explain the 5 function of a symbol. 5.D Identify and explain the function of an image or imagery. 6.C Identify and explain the function of personification. 6.D Identify and explain the function of an allusion.		
<b>Literary Argumentation</b> 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.		
Supporting AP Skill Categories		
1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.		

# 2021-2022 ELA Curriculum Map, Grade 12, Q2

## AP Culturally Relevant African American/Mexican American Viewpoint



- 3.A Identify and describe how plot orders events in a narrative.
- 4.A Identify and describe the narrator or speaker of a text.
- 4.B Identify and explain the function of point of view in a narrative.
- 3.C Explain the function of structure in a text.

### Constant Standards<sup>3</sup>

- 7.E Demonstrate control over the elements of composition to communicate clearly.
- 5.B Explain the function of specific words and phrases in a text

### Social Justice Standards

**Identity:** Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).  
**Diversity:** Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).  
**Justice:** Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).  
**Action:** Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16).

**Learning for Justice Website:** <https://www.learningforjustice.org/>

### Adopted Texts and Materials

**Textbooks: Adopted Anthologies:** *Language of Literature--British Literature(L), Elements of Literature—British Literature (E) Literature & Composition. Reading, Writing, Thinking*  
 Jago, Carol ; Shea, Renee H. ; Scanlon, Lawrence ; Aufses, Robin Dissin

#### Recommended Extended Texts: Choose 2

*Zia Summer*, Rudolfo Anaya  
*Bless Me Ultima*, Rudolfo Anaya  
*Zoot Suit*, Luis Valdez  
*Into the Beautiful North*, Luis Urrea

#### Recommended Short Fiction:

"The Bloody Spot" by George Alvarez  
 "Desamor," Rosario Castellanos  
 "The House on Mango Street," Sandra Cisneros  
[Excerpt from Helena Maria Viramontes's \*Under the Feet of Jesus\* 2012 Exam](#)  
[Excerpt from Edward P Jones's \*The Known World\* 2014 Exam](#)  
[Excerpt from Tomson Highway's \*Kiss of the Fur Queen\* 2010 Exam](#)  
 "It Was a Silvery Night," Tomás Rivera (paired reading)  
 "Young Goodman Brown," Nathaniel Hawthorn (paired reading)  
[Excerpt from Dalton Trumbo's \*Johnny Got His Gun\* 2007 Exam](#)

#### Recommended Poetry:

["An Echo Sonnet," Robert Pack](#)  
 "Johnwannabechicano," Michele Serros  
 "English Con Salsa" by Gina Valdés  
["The Somebody" Danny Santiago](#)  
 "Poem for the Young White Man..." Lorna Dee Cervantes  
 "Sonnet 30," William Shakespeare

# 2021-2022 ELA Curriculum Map, Grade 12, Q2

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	<p>             “La Adelita,” traditional ballad              “Facing It,” Yusef Komunyakaa              “The X in My Name,” Francisco C. Alarcon              “Riding into California,” Shirley Geok-lin Lim              “I, Too,” Langston Hughes              “The Harlem Dancer,” Claude McKay              “When I consider how my light is spent,” John Milton              “A Little Learning is a Dangerous Thing,” Alexander Pope              “My Mistress’s Eyes are Nothing Like the Sun,” William Shakespeare              “Sea Grapes,” Derek Walcott              “Butcher Shop,” Charles Simic              “Spliced Wire,” Jimmy Santiago Baca              “La Relacion,” Álvaro Núñez Cabeza de Vaca, p. 72              “The Story,” Li-Young Lee              “Learning to Love America,” Shirley Geok-lin Lim  <a href="#">“The Black Walnut Tree,” Mary Oliver 2013 Exam</a>  <a href="#">Housman and Jonson Paired Reading 2010 Exam</a> </p> <p> <b>Recommended Supplemental Nonfiction:</b>              “La conciencia de mestiza: Towards New Consciousness,” Gloria Anzaldúa              “Wyoming Crossing Thoughts,” Ana Castillo              “How to Tame a Wild Tongue,” Gloria Anzaldúa  <i>Hunger for Memory</i>, Richard Rodríguez  <i>The Gardens</i>, Nellie Altamirano-Bustillos              “Right in One Language,” Carmen Tafolla              “Immigration—and the Curse of the Black Legend,” Tony Horwitz              “The Browning of America,” Suzy Hansen              “Talking with Mi Gente,” Carmen Fought (<i>Language Magazine</i>)  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/chicano/">http://www.pbs.org/speak/seatosea/americanvarieties/chicano/</a>              “Los Vendidos,” Luis Valdez  <a href="#">“The Concrete River,” Luis Rodriguez</a>              “Annie Says,” Michele Serros              “A Review of M. Guttman’s ‘<a href="#">The Meaning of Macho</a>,’           </p>
Instructional and Assessment Guides	Additional Instructional Resources

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## AP Culturally Relevant African American/Mexican American Viewpoint



<p> <a href="#">AP English Literature Course Guide</a>  <a href="#">Bloom's Taxonomy</a>  <a href="#">DOK Levels</a>  <a href="#">DOK Stems</a>  <a href="#">Hess's Matrix</a>  <a href="#">MLA Guide from the Purdue Online Writing Lab</a>  <a href="#">SPARK Strategies</a>  <a href="#">TUSD SPARKS</a> </p> <p> <b>Learning for Justice Website:</b> <a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a>  <b>Socratic Seminar Resources:</b>  <a href="#">NWABR</a> </p>	<p> <b>Electronic Resources and Alternative Media:</b>  <b>AP Prompts:</b>  <a href="#">Question 3 2013 "Bildungsroman"</a>  <a href="#">Question 3 2008 "Childhood Innocence"</a>  <a href="#">Question 3 2003 "Colliding Cultures"</a>  <a href="#">Question 3 2002 "Morally Ambiguous Characters"</a>  <a href="#">Question 3 2000 "Mystery Genre"</a> </p>
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# 2021-2022 ELA Curriculum Map, Grade 12, Q3

## AP Culturally Relevant African American/Mexican American Viewpoint



Reading Focus: Literature Writing Focus: Analytical		Unifying Concept: Social Justice and Decolonization Across Literature		Quarter 3	
Enduring Understandings:			Essential Questions:		
<ul style="list-style-type: none"><li>• The written and spoken word are tools to confront and dismantle injustice.</li><li>• Literature reveals deep-rooted oppression and colonization through narrative style.</li><li>• Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li><li>• A narrator’s or speaker’s perspective controls the details and emphasizes that affect how readers experience and interpret a text.</li></ul>			<ul style="list-style-type: none"><li>• Why are the subjects of crime and the American Dream such popular topics in literature?</li><li>• How has war in America contributed to both conflict and unity, discrimination and liberation?</li><li>• What is central to conversations about race, social justice, and the law; why are those conversations perceived as problematic or controversial?</li></ul>		
Standards					
Highly-Leveraged Skill Categories					

# 2021-2022 ELA Curriculum Map, Grade 12, Q3

## AP Culturally Relevant African American/Mexican American Viewpoint



### Character

- 1.B Explain the function of a character changing or remaining unchanged.
- 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another

### Setting

- 2.C Describe the relationship between a character and a setting.

### Structure

- 3.B Explain the function of a particular sequence of events in a plot.
- 3.D Explain the function of contrasts within a text.
- 3.E Explain the function of a significant event or related set of significant events in a plot.
- 3.F Explain the function of conflict in a text.

### Narration

- 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- 4.D Explain how a narrator's reliability affects a narrative.

### Figurative Language

- 5.C Identify and explain the function of a symbol.
- 5.D Identify and explain the function of an image or imagery.
- 6.A Identify and explain the function of a simile
- 6.B Identify and explain the function of a metaphor.
- 6.C Identify and explain the function of personification.
- 6.D Identify and explain the function of an allusion.

### Literary Argumentation

- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

### Supporting Skill Categories

- 2.B Explain the function of setting in a narrative.
- 3.A Identify and describe how plot orders events in a narrative.
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 3.C Explain the function of structure in a text.

### Constant Skill Categories

- 7.E Demonstrate control over the elements of composition to communicate clearly.
- 5.B Explain the function of specific words and phrases in a text

### Social Justice Standards

**Identity:** Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

# 2021-2022 ELA Curriculum Map, Grade 12, Q3

## AP Culturally Relevant African American/Mexican American Viewpoint



**Diversity:** Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).  
**Justice:** Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).  
**Action:** Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16).  
**Learning for Justice Website:** <https://www.learningforjustice.org/>

### Adopted Texts and Materials

**Textbooks: Adopted Anthologies:** *Language of Literature--British Literature(L), Elements of Literature—British Literature (E) Literature & Composition. Reading, Writing, Thinking*  
 Jago, Carol ; Shea, Renee H. ; Scanlon, Lawrence ; Aufses, Robin Dissin

#### Recommended Extended Texts: Choose 2

*Ceremony*, Leslie Marmon Silko  
*A Raisin in the Sun*, Lorraine Hansberry  
*Behold the Dreamers*, Imbolo Mbue  
*A Lesson Before Dying*, Ernest J. Gaines  
*Devil's Highway*, Luis Alberto Urrea  
*Sammy and Juliana in Hollywood*, Benjamin Alire Sáenz

#### Recommended Short Fiction:

"The Shunammite," Ines Arredondo  
 "Saboteur," Ha Sin  
 "Battle Royale," Ralph Ellison  
 "A Haunted House," Virginia Woolf  
 "Six Feet of the Country" by Nadine Gordimer p. 1289  
[Excerpt from Zora Neale Hurston's \*Seraph on the Suwanee\* 2009 Exam](#)  
[Excerpt from Ann Petry's \*The Street\* 2009 Exam](#)  
[Excerpt from DH Lawrence's \*The Rainbow\* 2013 Exam](#)  
["Peregrine Pickle," Thomas Smollet 2017 Exam](#)  
[Excerpt from Louise Erdrich's \*The Beet Queen\* 2016 Exam](#)  
[Excerpt from Tan Twan Eng's novel \*The Gift of Rain\*, 2020 Exam](#)

#### Recommended Poetry:

"Ozymandias," Percy Bysshe Shelley  
["Icarus," Edward Field 2009 Exam](#)  
 "Les Musees Des Beaux Arts," WH Auden  
 "Wild Geese," Mary Oliver  
["I Hear America Singing," Walt Whitman](#)  
["I Too Sing America," Langston Hughes](#)  
 "To an Athlete Dying Young" A.E. Housman  
 "The Death of the Ball Turret Gunner," Randall Jarrell  
 "When I have fears that I may cease to be," John Keats  
 "Heritage," Countee Cullen  
 "Anthem for Doomed Youth," Wilfred Owen  
 "The New Colossus," Emma Lazarus  
 "Sailing to Byzantium," William Butler Yeats  
 "The Second Coming," William Butler Yeats

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	<p> <a href="#">“Harlem,” Langston Hughes</a>  <a href="#">“Mending Wall,” Robert Frost</a>  <a href="#">“The Man with the Saxophone,” Ai</a>  <a href="#">“Plants,” Olive Senior Exam 2018</a>  <a href="#">“The Myth of Music,” Rachel Harper Exam 2017</a>  <a href="#">Cardinal Wolsey’s Soliloquy, William Shakespeare</a> </p> <p><b>Recommended Supplemental Nonfiction:</b></p> <p> <a href="#">“Margaret Garner: Defying the Fugitive Slave Act” Commonlit</a>  <a href="#">“How African Americans Were Shut Out of the American Dream”</a>  <a href="#">“African Americans Believe in the American Dream”</a>  <a href="#">“America’s War on Drugs: Designed to Fail”</a>  <a href="#">“Essays from Death Row,” Mumia Abu-Jamal:</a>  <a href="#">“African American Police Officers,” Frank T. Wilson and Howard Henderson</a>  <a href="#">“What Do We Mean by ‘Evil’”? a non-fiction article from the New Yorker</a>  <a href="#">“Excerpts: Notes From a Native Son”</a>  <a href="#">“The Great Migration” Isabel Wilkerson</a>  <a href="#">“Emmett Till” Jessica McBirney</a>  <a href="#">“Leopold and Loeb”</a> </p>
Instructional and Assessment Guides	Additional Instructional Resources
<p> <a href="#">AP English Literature Course Guide</a>  <a href="#">Bloom’s Taxonomy</a>  <a href="#">DOK Levels</a>  <a href="#">DOK Stems</a>  <a href="#">Hess’s Matrix</a>  <a href="#">MLA Guide from the Purdue Online Writing Lab</a>  <a href="#">SPARK Strategies</a>  <a href="#">TUSD SPARKS</a> </p> <p><b>Learning for Justice Website:</b> <a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a></p> <p><b>Socratic Seminar Resources:</b>  <a href="#">NWABR</a></p>	<p><b>Electronic Resources and Alternative Media:</b></p> <p> <a href="#">Interview with the author of <i>The New Jim Crow</i></a>  <a href="#">Baldwin vs. Buckley Debate on the American Dream</a>  <a href="#">“Black Women and the American Dream”</a>  <a href="#">Henry Louis Gates Jr., <i>The African Americans—Many Rivers to Cross Episode 6</i></a>  <a href="#">Phylicia Rashad, <i>On Status</i> (Russell Simmons’ Def Poetry)</a> </p> <p><b>AP Prompts:</b></p> <p> <a href="#">Question 3 2021 “Houses”</a>  <a href="#">Question 2 2019 “Ideal View”</a>  <a href="#">Question 3 2016 “Deception”</a>  <a href="#">Question 3 2015 “Cruelty”</a> </p>

# 2021-2022 ELA Curriculum Map, Grade 12, Q3

## AP Culturally Relevant African American/Mexican American Viewpoint



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# 2021-2022 ELA Curriculum Map, Grade 12, Q4

## AP Culturally Relevant African American/Mexican American Viewpoint



Reading Focus: Literature Writing Focus: Analytical	Unifying Concept: Social Justice and The Power of a Writer’s Voice	Quarter 4
Enduring Understandings:	Essential Questions:	
<ul style="list-style-type: none"><li>• Authors use language to influence audiences in a variety of contexts.</li><li>• Effective writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li><li>• Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</li><li>• Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li></ul>	<ul style="list-style-type: none"><li>• How does literature both reveal and manifest culture?</li><li>• How do people use language and rhetoric to inform, persuade, and/or manipulate others?</li><li>• How do writers develop a voice beyond secondary education and how is this voice used?</li></ul>	
Standards		
Highly-Leveraged Skill Categories		
<p><b>Character</b></p> <p>1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p> <p><b>Setting</b></p> <p>2.B Explain the function of setting in a narrative.</p> <p><b>Structure</b></p> <p>3.C Explain the function of structure in a text.</p> <p>3.F Explain the function of conflict in a text.</p> <p><b>Narration</b></p> <p>4.B Identify and explain the function of point of view in a narrative.</p> <p>4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p> <p><b>Figurative Language</b></p> <p>5.C Identify and explain the function of a symbol.</p> <p>5.D Identify and explain the function of an image or imagery.</p> <p>6.A Identify and explain the function of a simile.</p> <p>6.B Identify and explain the function of a metaphor.</p> <p>6.C Identify and explain the function of personification.</p> <p>6.D Identify and explain the function of an allusion.</p> <p><b>Literary Argumentation</b></p> <p>7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p> <p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>		
Supporting Skill Categories		

# 2021-2022 ELA Curriculum Map, Grade 12, Q4

## AP Culturally Relevant African American/Mexican American Viewpoint



### Character

- 1.B Explain the function of a character changing or remaining unchanged.
- 1.C Explain the function of contrasting characters.
- 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another
- 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.

### Setting

- 2.A Identify and describe specific textual details that convey or reveal a setting.
- 2.C Describe the relationship between a character and a setting.

### Structure

- 3.A Identify and describe how plot orders events in a narrative.
- 3.B Explain the function of a particular sequence of events in a plot.
- 3.D Explain the function of contrasts within a text.
- 3.E Explain the function of a significant event or related set of significant events in a plot.

### Narration

- 4.A Identify and describe the narrator or speaker of a text.
- 4.D Explain how a narrator's reliability affects a narrative.

### Figurative Language

- 5.A Distinguish between the literal and figurative meanings of words and phrases.

### Literary Argumentation

- 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

### Constant Skill Categories

- 7.E Demonstrate control over the elements of composition to communicate clearly.
- 5.B Explain the function of specific words and phrases in a text

### Social Justice Standards

- Identity:** Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).
- Diversity:** Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).
- Justice:** Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).
- Action:** Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)
- Learning for Justice Website:** <https://www.learningforjustice.org/>

### Adopted Texts and Materials

**Textbooks: Adopted Anthologies:** *The Language of Literature--British Literature(L), Elements of Literature—British Literature (E)*

**Recommended Short Texts:**  
[Excerpt from \*Breath\*, Tim Winton](#)

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<p><i>Literature &amp; Composition. Reading, Writing, Thinking</i> Jago, Carol ; Shea, Renee H. ; Scanlon, Lawrence ; Aufses, Robin Dissin</p> <p><b>Recommended Extended Texts: Choose 1</b></p> <p><i>Things Fall Apart</i>, Chinua Achebe <i>Purple Hibiscus</i>, Chimamanda Adichie <i>Devil's Highway</i>, Luis Alberto Urrea <i>Fences</i>, August Wilson</p>	<p><a href="#">"The Fig Tree," Katherine Anne Porter</a> Exam 2020 <a href="#">Excerpt from William Dean Howells's <i>Rise of Silas Lapham</i></a> Exam 2019 <a href="#">"Zenobia," Nathaniel Hawthorne</a> Exam 2018 <a href="#">Excerpt from George Eliot's <i>Middlemarch</i></a> 2011 Exam <a href="#">Excerpt from Thomas Hardy's "Mayor of Casterbridge"</a> 2016 Exam <a href="#">Excerpt from Oscar Wilde's <i>Lady Windemere's Fan</i></a> 2006 Exam <i>Invisible Man</i>, Ralph Ellison –Excerpts "Dead Man's Path," Chinua Achebe</p> <p><b>Recommended Poetry:</b> <a href="#">"The Landlady," P.K. Page</a> Exam 2019 <a href="#">"XIV," Derek Walcott</a> 2015 Exam <a href="#">"Thou Blind Man's Mark," Sir Phillip Sydney</a> 2012 Exam <a href="#">"The Century Quilt," Marilyn Nelson Waniek</a> 2010 Exam <a href="#">"Hawk Roosting" and "Golden Retrievals"</a> 2008 Exam <a href="#">"Evening Hawk," Robert Penn Warren</a> 2006 Exam <a href="#">"London" vs "Douglass"</a> 2001 Exam</p>
Instructional and Assessment Guides	Additional Instructional Resources
<p><a href="#">AP English Literature Course Guide</a> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Levels</a> <a href="#">DOK Stems</a> <a href="#">Hess's Matrix</a> <a href="#">MLA Guide from the Purdue Online Writing Lab</a> <a href="#">SPARK Strategies</a> <a href="#">TUSD SPARKS</a></p> <p><b>Learning for Justice Website:</b> <a href="https://www.learningforjustice.org/">https://www.learningforjustice.org/</a></p> <p><b>Socratic Seminar Resources:</b> <a href="#">NWABR</a></p>	<p><b>Electronic Resources and Alternative Media:</b> <b>AP Prompts:</b> <a href="#">Question 3 2018 "The Gift"</a> <a href="#">Question 3 2011 "Social Justice"</a> <a href="#">Question 3 2010 "Exile"</a> <a href="#">Question 3 2009 "Social Issues"</a> <a href="#">Question 3 2005 "Power"</a></p>

<sup>1</sup>**Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student's lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.



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<sup>2</sup>**Supporting Standards** are integral to achieve grade-level proficiency. Mastery of these standards is measured using classroom and/or benchmark assessments.

<sup>3</sup>**Constant Standards** are routinely addressed to reinforce grade-level mastery.