

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**English 12**

**Curriculum writing committee: Evan Bates and Bryan Pol**

**Grade Level: 12**

**Date of Board Approval: \_\_\_\_\_2024\_\_\_\_\_**

## Course Weighting: English 12

<b>Major Assessments</b>	<b>45%</b>
<b>Skills Application</b>	<b>30%</b>
<b>Skills Practice</b>	<b>20%</b>
<b>Participation/Homework</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

The purpose of this senior year (12<sup>th</sup> grade) literature course is to empower students to develop a fundamental knowledge of and a critical appreciation of contemporary literature through integrated educational experiences of reading, writing, speaking, viewing, and listening. After a brief review of the history and influence of canonical literature, emphasis is placed on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences. Each of the four (4) units will emphasize one contemporary theme: *Man's Inhumanity to Man*; *Coming of Age in the 21st Century*; *Conflict, Renewal, and Voices of Change*; and *American Consciousness*. Students will be challenged to think, to write, and to collaborate critically and imaginatively on the content they are reading, viewing, and studying. Students' critical reading and analysis skills will be assessed not only with objective standards-based quizzes and tests, but also with written answers to constructed-response questions, creative essay prompts, and reflective narratives. Students also will review and be assessed on grammar, punctuation, vocabulary, and usage. A research paper on a contemporary American subject or problem is a course requirement.

### Time/Credit for the Course:

- Full Year/
- 180 Days
- 1 Credit

### Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Effective research requires the use of varied resources to gain or expand knowledge.

- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

## **Goals:**

### **Marking Period One/Unit One: Man’s Inhumanity to Man – 45 days**

Students will gain and demonstrate an understanding of:

- What poet Robert Burns meant in his 1784 poem by “Man's inhumanity to man/Makes countless thousands mourn!”
- Characteristics of contemporary novels, short stories, and non-fiction pieces.
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas.
- The importance of coherence in analytical writing and speaking.
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context.
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from contemporary literary and informational texts to support interpretation and analysis.

### **Marking Period Two/Unit Two: The Coming of Age in the 21<sup>st</sup> Century – 45 days**

Students will gain and demonstrate an understanding of:

- Characteristics of contemporary novels, short stories, and non-fiction pieces.
- Characteristics of nonfiction texts of different cultures.
- The purpose and insight of narratives and documents that deal with the theme.
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas.
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context.
- The necessity of drawing evidence from contemporary literary and informational texts to support interpretation and analysis.
- The research paper: selection of resources, analysis of resources, development of a thesis, using resources to defend a thesis, organization of research paper, elements of MLA writing style, the writing of the research paper.

### **Marking Period Three/Unit Three - Conflict, Renewal, and Voices of Change – 45 days**

Students will gain and demonstrate an understanding of:

- The qualities and features of contemporary literature and non-fiction whose content addresses societal conflict, psychological and structural renewal, and the powerful voices of change.
- Contemporary literary and rhetorical devices are used to convey tone and meaning.
- Analytic techniques of critical reading to derive accurate meaning from texts.

- The necessity of clarifying and analyzing the relationship between two or more central ideas of a contemporary text, including the development and interface of the essential and/or conflicting ideas.
- The importance of writing informative, explanatory, and analytical constructed responses that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from contemporary literary and non-fiction texts to support interpretation and analysis.
- The research paper: elements of MLA writing style, the writing of the final research paper.
- The necessity of drawing evidence from literary and informational texts to support interpretation and rhetorical analysis of an imperative American issue for an extended research paper.

### **Marking Period Four/Unit Four: American Consciousness – 45 days**

Students will gain and demonstrate an understanding of:

- The qualities and features of contemporary American fiction and non-fiction.
- The development of contemporary American voices in literature and non-fiction.
- American authors, speakers, philosophers, songwriters, politicians, and journalists whose purpose is to define 21<sup>st</sup>-Century American citizenship and identity.
- The necessity of drawing evidence from contemporary literary and non-fiction texts to support interpretation and analysis.

### **Textbook and Supplemental Resources:**

Core Print Texts:

- *Nickel Boys* by Colson Whitehead
- *The Monk of Mokha* by Dave Eggers
- *A Thousand Splendid Suns* by Khaled Hosseini
- *Outliers* by Malcolm Gladwell

Other Print Texts:

- Prentice Hall Literature Series textbooks
- Perrine's *Literature*
- *World Masterpieces Penguin Edition Grade 10*, Prentice Hall Literature, 2005
- *The American Experience Penguin Edition Grade 11*, Prentice Hall Literature, 2007
- Internet: Public Domain

Non-Print Texts:

- Internet sites and databases
- YouTube videos, documentaries, and Ted Talks

Other Resources / Optional Texts:

- *The Road* by Cormac McCarthy
- *Zeitoun* by Dave Eggers

# Curriculum Plan

**Unit One: Man's Inhumanity to Man**

**Time/Days: 1 Marking Period/45 Days**

**Standard(s):**

**CC: 1.2 Reading Informational Texts:** CC.1.2.11-12.A-H, CC.1.2.11-12.J-L

**CC: 1.3 Reading Literature:** CC.1.3.11-12.A-F, CC.1.3.11-12.H-K

**CC: 1.4 Writing:** CC.1.4.11-12.A-L, CC.1.4.11-12.S-X

**CC: 1.5 Speaking and Listening:** CC.1.5.11-12.A-G

**Anchors:** L.F.1, L.F.2, L.N.1, L.N.2

**Eligible Content:** L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4; L.N.1.2.3, L.N.1.2.4, L.N.2.3.4, L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.1.3.3

**Note: Keystone Anchors and Eligible Content correlate to the Keystone Exam, which is given in grade ten and eleven. These Anchors and Eligible Content have been listed here as they apply to grade twelve content and skills.**

Objectives:

1. Students will be able to uncover, explain, and to analyze the relationship between two or more central ideas of a nonfiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a non-fiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of non-fiction passage, a literary fiction passage, a complete literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in nonfiction passages, in literary fiction passages, in poems, or in complete literary texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- Closely read and analyze selections from mostly contemporary literature and non-fiction (both whole works and partial works):
  - a. **Required Major Work:** Independent and in-class reading and re-reading, with analysis and reading-for-meaning questions: *Nickel Boys* by Colson Whitehead.

Teachers will employ Unit Plans (Prestwick House) for facilitation of reading, discussion, and analysis.

- b. Identify, explicate, and analyze how, in *Nickel Boys*, two young boys, after being unjustly sentenced, struggle to survive in a juvenile delinquent facility during the time of Jim Crow Laws.
  - c. Film: Identify, explicate, and analyze how *Shawshank Redemption* (the film), based on the Stephen King novella “Rita Hayworth and Shawshank Redemption,” conveys similar themes and social issues to *Nickel Boys*. Include excerpts from the short story by Stephen King.
  - d. Film: *The Road* directed by John Hillcoat.
  - e. Short Stories: Explicate, discuss, and analyze how short stories convey the theme of man’s inhumanity to man – **Required Titles:** “Breaking and Entering” by Sherman Alexie, “The Destructors” by Graham Greene, “The Child by Tiger” by Thomas Wolfe. Additional pieces will be selected, which are timely and appropriate, to incorporate as cold reads. Teachers will utilize common assessments to ascertain comprehension and skill level.
  - f. Non-Fiction: Explicate, discuss, and analyze how essays convey the theme of man’s inhumanity to man. **Readings:** Teachers will choose from the following texts: *Essays from Contemporary Culture* by Katherine Anne Ackley, “Three Key Principles in the War Against Terrorism” by Benjamin Netanyahu, “Are We living in a Moral Stone Age” by Christina Hoff Sommers, “Is Cyber Terror Next?” by Dorothy E. Denning, and “War Culture” by Ellen Goodman. (The teacher team will choose which of these to include in the introductory material for the unit and decide how the works will translate into common grades.)
  - g. Periodicals: Read, explicate, discuss, and analyze how magazine and newspaper articles have conveyed and surveyed, and still convey and survey, the theme of man’s inhumanity to man. Required selections: from *The Washington Post*, *The Telegraph*, “Are some humans born evil?” by Olivia Goldhill; “The Evil Gene” by Frank Stephenson; and *Brain Games* (Amazon Prime Video), the “Morality” episode. Other options for current, appropriate articles that relate to the theme and stories will be reviewed by the team and taken from *The New York Times*, *The New Yorker*, *Time*, *Newsweek*, *The Washington Post*, and *The Atlantic*.
  - h. Discuss and analyze how contemporary poetry, music, film, and documentaries convey the theme of man’s inhumanity to man. **Required:** “We Didn’t Start the Fire” by Billy Joel. Options for other songwriters include Bob Dylan, U2 (“Crumbs from the Table”), Bruce Springsteen, Neil Young, and Martina McBride (“Independence Day”).
- Active participation in academic and content vocabulary activities:
    - a. Direct instruction and practice analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.

- b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
- Personal Statements/Common Application or Coalition Application Essay and College-level essays and content-related constructed response prompts that require students to draw precise and detailed evidence from literary, non-fiction, or informational texts to support analysis, reflection, interpretation, and research.
- Grammar Component: MLA Style Manual, APA Style Manual, and sustained emphasis on developing and mastering correct usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures.
- Vocabulary Component: Chosen by instructors as a team from the contemporary reading selections.

### **Assessments:**

**Diagnostic:** As needed to assess prior knowledge on issues, content, and literary forms.

### **Formative:**

- Constructed Writing Prompts – (2-4 per marking period - number of essays/writing prompts, weight of assignments, common expectations, and common rubrics to be determined by teacher teams) Analytical, Informative, Reflective, and Persuasive – Topics and prompts are constructed from student interest in content texts and from classroom discussions. Quizzes on the short stories will include short essay responses that teachers agree upon, and other common essays and constructed writing prompts will include prompts for *Shawshank Redemption* or *The Road* (film). The teacher team will also have a list of agreed upon topics for students who are unable to come up with an appropriate topic that fits the common criteria. A common rubric will be used to provide expectations for and to assess the writing assignment(s).  
Sample student-generated topics may include:
  - a. Explain and analyze the protagonist’s response to his/her experiences with man’s inhumanity to man.
  - b. Explicate the role that greed, power, selfishness, money, or ignorance plays in the conflicts in the text(s).
  - c. Analyze how the author’s point of view and/or purpose and/or background affects the tone of the selection.
  - d. Compare and contrast points of view and tone in contemporary poems and songs.
- Common Vocabulary Enrichment and Assessment – Vocabulary will be assessed through reading selections and teacher-prepared common quizzes (incorporated in common quizzes for introductory material, short stories, and novel sections). Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team.
- Common Reading Assessments/Common Selection Quizzes (content and skills-based) – Common quizzes will be given to assess knowledge of short story content and literary devices found in the short stories: characterization, conflict, figurative language, irony, and inference; the novel will include section quizzes that assess content and a test that assesses content and literary

devices. Teachers will determine the number of these common assessments per marking period, the content and skills to be assessed, and the weight of these assessments as a team.

- Applied Practice Activities - Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
- SAT Practice Activities - Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.

Summative:

- Common Reading Assessments/Common Selection Tests (content and skills-based) – Tests will include short story selections with a cold read passage, and the novel test will include content knowledge and literary devices. Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period and the weight of these assessments as a team.
- End-of-Unit (MP) Common Assessments (objective and skills-based) – Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- Common College-Ready Essay(s) (1-2 per marking period) – The essay(s) will be written on the major required piece or the marking period theme (prompts, expectation, rubrics, and weighting to be agreed upon by the teacher team). Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team. A common rubric will be used to provide expectations for and to assess the essay(s).



**Unit Two: Coming of Age in the 21<sup>st</sup> Century**

**Time/Days: 1 Marking Period/45 Days**

**Standard(s):**

**CC: 1.2 Reading Informational Texts:** CC.1.2.11-12.C-K

**CC: 1.3 Reading Literature:** CC.1.3. 11-12.A-K

**CC: 1.4 Writing:** CC.1.4. 11-12.A-I, **J, K, L, S, T, U, V, W, X**

**CC: 1.5 Speaking and Listening:** CC.1.5. 11-12.A, C, D, G

**Anchors:** L.F.1, L.F.2, L.N.1, L.N.2

**Eligible Content:** L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4; L.N.1.2.3, L.N.1.2.4, L.N.2.3.4, L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.1.3.3

**Note: Keystone Anchors and Eligible Content correlate to the Keystone Exam, which is given in grade ten and eleven. These Anchors and Eligible Content have been listed here as they apply to grade twelve content and skills.**

**Objectives:**

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of a nonfiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a non-fiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of non-fiction passage, a literary fiction passage, a complete literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in nonfiction passages, in literary fiction passages, in poems, or in complete literary texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)
6. Students will be able to locate resources to use for the research paper. (DOK Level 1)
7. Students will be able to craft a research paper that effectively answers the given topic. (DOK Level 4)

**Core Activities and Corresponding Instructional Methods:**

- Closely read and analyze selections from mostly contemporary literature and non-fiction (both whole works and partial works):
  - a. **Required Major Work:** Independent and in-class reading and re-reading, with analysis and reading-for-meaning questions: *The Monk of Mokha* by Dave

Eggers. Teachers will employ Unit Plans (Prestwick House) for facilitation of reading, discussion, and analysis.

- b. Identify, explicate, and analyze how, in *The Monk of Mokha*, a young man, Mokhtar Alkhanshali, struggles to find his calling in life while growing up poor in the Tenderloin of San Francisco — a particularly violent neighborhood.
- c. Short Stories: Explicate, discuss, and analyze how short stories convey the theme of coming of age in the 21<sup>st</sup> century – Required pieces include “What You Pawn, I Will Redeem” by Sherman Alexie, “Araby” by James Joyce, and “I Am a Fool” by Sherwood Anderson. Other optional selections include “A&P” by John Updike, “The Eve of the Spirit Festival” by Lan Samantha Chang, “Mrs. Turner’s Lawn Jockeys” by Emily Rabateau, and “Two Kinds” by Amy Tan. Teacher teams will agree upon optional selections to include as assessed pieces, the weight of the assessments, the content and skills to be assessed, and the number of assessments.
- d. Film: Identify, explicate, and analyze how *Big, Mona Lisa Smile; To Sir, With Love; or The Pursuit of Happyness,*” conveys similar themes and social issues in *The Monk of Mokha*.
- e. Non-Fiction: Explicate, discuss, and analyze how short stories convey the theme of coming of age. **Readings:** *Essays from Contemporary Culture* by Katherine Anne Ackley: “Who Shall I Be? The Allure of a Fresh Start” by Jennifer Crichton, “Making the Grade” by Kurt Wiesenfeld, “What’s in a Name?” by Lini S. Kadaba, and “I’m Not Sick, I’m Just in Love” by Katherine Davis. Teacher teams will choose which of these to include in the introductory material for the unit and decide how the works will translate into common grades.
- f. Periodicals: Read, explicate, discuss, and analyze how magazine and newspaper articles have conveyed and surveyed, and still convey and survey, the theme of coming of age. Suggested periodicals for current, appropriate articles that relate to the theme and stories include, but are not limited to, *The New York Times*, *The New Yorker*, *Time*, *Sports Illustrated*, *Newsweek*, *The Washington Post*, and *The Atlantic*.
- g. Discuss and analyze how contemporary poetry, music, film, and documentaries convey the theme of coming of age – Teacher teams will choose from the following: Bruce Springsteen (“Glory Days” and “Growin’ Up”), Neil Young, Bob Dylan (“Forever Young”), John Mayer (“Stop this Train”), Billy Joel (“Summer, Highland Falls”), Janis Ian (“At Seventeen”).
- Active participation in academic and content vocabulary activities:
  - a. Direct instruction and practice, analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
  - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.

- College-level essays and content-related constructed response prompts that require students to draw precise and detailed evidence from literary, non-fiction, or informational texts to support analysis, reflection, interpretation, and research.
- Grammar Component: MLA Style Manual, the APA Style Manual, and sustained emphasis on developing and mastering correct usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures.
- Vocabulary Component: Chosen by instructors from the contemporary reading selections.
- The Research Paper (will continue into MP #3)

Topic: **Analyzing an Important American Issue**

Directions and Requirements:

- Establish and explain the context of the issue, including its genesis, development, and current status in American society.
  - Research all relevant facets of the issue, including any controversial elements, differing opinions, and how the issue has affected and is affecting American society.
  - If possible, connect the issue to related literature (fiction and/or non-fiction), explaining how the literature comments upon the issue. Develop a concise **thesis statement** that clearly identifies the significance of the issue for American society and the country as a whole. **The thesis must be arguable**; it should not merely discuss the general elements of the issue, nor make a general statement that the issue exists.
  - Include content from at least three valid **secondary sources** that effectively and logically support the main focus of the analysis of the issue. You must have a Works Cited page in MLA format that includes the speech and all additional sources.
  - **Follow all directions and requirements as stipulated in any rubrics or outlines provided by your teacher.**
- a. Students in ALL English 12 classes will work through the process of writing a 5-7 page research paper utilizing MLA format (including a Works Cited page and matching citations). **All students in English 12 will be held to the same expectations for this paper and its components.** This paper is a graduation requirement. This paper will not receive credit if it is not submitted on time, if it is not submitted to turnitin.com, and/or if it is plagiarized.
  - b. In marking period two, students will:
    - i. Research and analyze a contemporary American issue.
    - ii. Identify all facets and sides of selected issue.
    - iii. Identify and analyze any controversial elements of the issue.
    - iv. Begin the process of writing a research paper (prewriting, first draft of a bibliography, first draft of an introduction, an outline). Students will also work on a rough draft.
    - v. Revise introductions and outlines.
    - vi. Complete an annotated bibliography.

**Assessments:**

**Diagnostic:** As needed to assess prior knowledge on issues, content, and literary forms.

**Formative:**

Constructed Writing Prompts – (2-4 per marking period - number of essays/writing prompts, weight of assignments, common expectations, and common rubrics to be determined by teacher teams) Analytical, Informative, Reflective, and Persuasive – topics and prompts constructed from student interest in content texts and from classroom discussions. Quizzes on the short stories will include short essay responses that teachers agree upon, and other common essays and constructed writing prompts will include prompts for the film selection. Teachers will also have a list of agreed upon topics for students who are unable to come up with an appropriate topic that fits the common criteria. A common rubric will be used to provide expectations for and to assess the writing assignment(s).

Sample student-generated topics may include:

- a. Explain and analyze the protagonist's response to his/her experiences with coming-of-age issues, problems, and successes.
  - b. Explicate the roles that age, gender, race, culture, society, and education play in the conflicts and characterizations in the texts.
  - c. Analyze how the author's point of view and/or purpose and/or background affects the tone of the selection.
  - d. Compare and contrast points of view and tone in contemporary poems and songs.
- Common Vocabulary Enrichment and Assessment – Vocabulary will be assessed through reading selections and teacher-prepared common quizzes (incorporated in common quizzes for introductory material, short stories, and novel sections). Teachers will determine the number of these common assessments per marking period, the content and skills to be assessed, and the weight of these assessments as a team.
  - Common Reading Assessments / Common Selection Tests & Quizzes (content and skills-based) - Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
  - Applied Practice Activities – Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
  - SAT Practice Activities – Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
  - Common Research Paper Components - Teacher teams will agree on the research paper components that will be assessed. They will also agree on the weight of these assignments and the way in which they will be assessed.
    - These components include a first draft of a bibliography, a first draft of an introduction, and the first draft of an outline (Skills Practice – 20%).
    - These components also include a revised introduction, annotated bibliography, and a revised outline (Skills Application – 30%).
    - This may also include a rough draft (to be determined by the teacher team).

Summative:

- Common Reading Assessments / Common Selection Tests (content and skills-based) Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- End-of-Unit (MP) Common Assessments (objective and skills-based) Teacher teams will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- Common College-Ready Essay on the major required piece or the marking period theme (1-2 per marking period) The prompts will be agreed upon by the teacher team. Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team. A common rubric will be used to provide expectations for and to assess the essay(s).

## **Unit Three: Conflict, Renewal, and Voices of Change**

**Time/Days: 1 Marking Period/45 Days**

### **Standard(s):**

**CC: 1.2 Reading Informational Texts:** CC.1.2.11-12.C-K

**CC: 1.3 Reading Literature:** CC.1.3. 11-12.A-K

**CC: 1.4 Writing:** CC.1.4. 11-12.A-I, J, K, L, Q, S, ~~VS-X~~

**CC: 1.5 Speaking and Listening:** CC.1.5. 11-12.A, C, D, G

**Anchors:** L.F.1, L.F.2, L.N.1, L.N.2

**Eligible Content:** L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4; L.N.1.2.3, L.N.1.2.4, L.N.2.3.4, L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.1.3.3

**Note: Keystone Anchors and Eligible Content correlate to the Keystone Exam, which is given in grade ten and eleven. These Anchors and Eligible Content have been listed here as they apply to grade twelve content and skills.**

### **Objectives:**

1. Students will be able to uncover, explain, and to analyze the relationship between two or more central ideas of a nonfiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a non-fiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of non-fiction passage, a literary fiction passage, a complete literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in nonfiction passages, in literary fiction passages, in poems, or in complete literary texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)
6. Students will be able to craft a research paper that effectively answers the given topic. (DOK Level 4)

### **Core Activities and Corresponding Instructional Methods:**

1. Closely read and analyze selections from mostly contemporary literature and non-fiction (both whole works and partial works):
  - a. **Required Major Works:** Independent and in-class reading and re-reading, with analysis and reading-for-meaning questions: *A Thousand Splendid Suns* by

Khaled Hoseini and literature of the Harlem Renaissance (see list below).

Teachers will employ teacher-generated and textbook-generated reading-for-meaning questions for facilitation of reading, discussion, and analysis.

- b. *A Thousand Splendid Suns* by Khaled Hoseini: Identify, explicate, and analyze how, in *A Thousand Splendid Suns*, two Afghan women struggle in a Taliban-ruled area with an abusive and oppressive husband and come together as they seek a path to survival and change.
  - c. Harlem Renaissance: Read, discuss, explicate, and analyze how the following selections re-conceptualize racial divide and prejudice? Required Readings: Duke Ellington: “Take the A Train”; Langston Hughes: “As I Grew Older,” “Mother to Son,” “I, Too, Sing America,” “The Negro Speaks of Rivers,” “Theme for English B,” and “My People”; Countee Cullen: “A Rendezvous with Life,” “The Incident,” and “Tableau”; Maya Angelou: “Still I Rise,” “On the Pulse of Morning,” and “Phenomenal Woman”; Paul Laurence Dunbar: “We Wear the Mask”
  - d. Required film: *Pay It Forward* (A young boy attempts to make the world a better place after his teacher gives him that chance).
  - e. Periodicals: Read, explicate, discuss, and analyze how magazine and newspaper articles have conveyed and surveyed, and still convey and survey, the theme of Conflict, Renewal, and Change – Suggested periodicals for current, appropriate articles that relate to the theme and stories include, but are not limited to, *The New York Times*, *The New Yorker*, *Time*, *Newsweek*, *The Washington Post*, and *The Atlantic*.
2. Active participation in academic and content vocabulary activities:
    - a. Direct instruction and practice, analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
    - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
  3. College-level essays and content-related constructed response prompts that require students to draw precise and detailed evidence from literary, non-fiction, or informational texts to support analysis, reflection, interpretation, and research.
  4. Grammar Component: MLA Style Manual, APA Style Manual, and sustained emphasis on developing and mastering correct usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures.
  5. Vocabulary Component: Chosen by instructors from the contemporary reading selections.
  6. The Research Paper (started in MP #3).

Topic: **Analyzing an Important American Issue**

Directions and Requirements:
    - Establish and explain the context of the issue, including its genesis, development, and current status in American society.

- Research all relevant facets of the issue, including any controversial elements, differing opinions, and how the issue has affected and is affecting American society.
  - If possible, connect the issue to related literature (fiction and / or non-fiction), explaining how the literature comments upon the issue. Develop a concise **thesis statement** that clearly identifies the significance of the issue for American society and the country as a whole. **The thesis must be arguable**; it should not merely discuss the general elements of the issue, nor make a general statement that the issue exists.
  - Include content from at least three valid **secondary sources** that effectively and logically support the main focus of the analysis of the issue. You must have a Works Cited page in MLA format that includes the speech and all additional sources.
  - **Follow all directions and requirements as stipulated in any rubrics or outlines provided by your teacher.**
- a. Students in ALL English 12 classes will work through the process of writing a 5-7 page research paper utilizing MLA format (including a Works Cited page and matching citations). **All students in English 12 will be held to the same expectations for this paper and its components.** This paper is a graduation requirement. This paper will not receive credit if it is not submitted on time, if it is not submitted to turnitin.com, and/or if it is plagiarized.
  - b. In marking period three, students will:
    - i. Finalize all revisions and create a formal final paper.
    - ii. Complete a Works Cited page and ensure that properly constructed citations match that Works Cited page.
    - iii. Submit to turnitin.com.

### Assessments:

**Diagnostic:** As needed to assess prior knowledge on issues, content, and literary forms.

**Formative:** Constructed Writing Prompts – (2-4 per marking period - number of essays/writing prompts, weight of assignments, common expectations, and common rubrics to be determined by teacher teams) Analytical, Informative, Reflective, and Persuasive – Topics and prompts will be constructed from student interest in content texts and from classroom discussions. Quizzes on the short stories and poetry will include short essay responses that teachers agree upon, and other constructed writing prompts will include prompts for *Pay It Forward*. Teachers will also have a list of agreed upon topics for students who are unable to come up with an appropriate topic that fits the common criteria. A common rubric will be used to provide expectations for and to assess the writing assignment(s).

Sample student-generated topics may include:

- a. Explain and analyze the protagonist's response to his/her experiences with issues of conflict, renewal, and change.
- b. Analyze the roles that age, gender, race, culture, society, and education play in the conflicts and characterizations in the texts.



- c. Analyze how the author’s point of view and/or purpose and/or background affects the tone of the selection.
- Common Vocabulary Enrichment and Assessment – Vocabulary will be assessed through reading selections and teacher-prepared common quizzes (incorporated in common quizzes for introductory material, short stories, and novel sections). Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team.
- Common Reading Assessments/Common Selection Tests & Quizzes (content and skills-based) – Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- Applied Practice Activities – Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
- SAT Practice Activities – Teachers will determine the content and skills to be assessed, the number of these assessments per marking period, and the weight of these assessments as a team.
- Research Paper (carries over from MP #2) – As a team, teachers will decide which components of the process will be assessed in the third marking period. Please note that most components will appear in the second marking period. Teacher teams will agree on which components will be assessed, how components will be assessed, and the weight the components will carry. See notes in MP #2 for categories.

Summative:

- Common Reading Assessments / Selection Tests (content and skills-based) – Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- End-of-Unit (MP) Common Assessments (objective and skills-based) – Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- Common College-Ready Essay – The essay(s) will be written on the major required piece or the marking period theme (1-2 per marking period) The prompts will be agreed upon by the teacher team. Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team. A common rubric will be used to provide expectations for and to assess the essay(s).
- Common Research Paper (graduation and course requirement) – ALL students in English 12 will be required to submit a 5-7 page research paper (the Works Cited page does NOT count as one of these pages; the paper must be at least a FULL five pages in length). This paper will incorporate MLA format. Students will be required to submit a paper that include a Works Cited page AND properly formatted citations that match that Works Cited page. Teacher teams will work together to determine the weight of this final paper/assignment (it will be in the 45% category) and the rubric for this common assignment.
  - Students must submit this paper to turnitin.com for credit.
  - Students must submit the final draft on time, or they will not receive credit.

- Plagiarized papers will not receive credit.
- Papers that are plagiarized and/or determined to have been written all or in part by a professional agency (websites, essay generator websites, AI, pay-for-essay sites, etc.) even with the consent of such an agency will not receive credit.
- This assignment is a course AND graduation requirement.

**Unit Four: American Consciousness**

**Time/Days: 1 Marking Period/45 Days**

**Standard(s):**

**CC: 1.2 Reading Informational Texts:** CC.1.2.11-12.C-K

**CC: 1.3 Reading Literature:** CC.1.3. 11-12.A-K

**CC: 1.4 Writing:** CC.1.4. 11-12.A-I, J, K, L, S-X

**CC: 1.5 Speaking and Listening:** CC.1.5. 11-12.A, C, D, G

**Anchors:** L.F.1, L.F.2, L.N.1, L.N.2

**Eligible Content:** L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.1.2.3, L.F.1.2.4; L.N.1.2.3, L.N.1.2.4, L.N.2.3.4, L.N.1.1.1, L.N.1.3.2, L.N.2.3.3, L.N.1.3.1, L.N.1.3.3,

**Note: Keystone Anchors and Eligible Content correlate to the Keystone Exam, which is given in grade ten and eleven. These Anchors and Eligible Content have been listed here as they apply to grade twelve content and skills.**

**Objectives:**

1. Students will be able to uncover, to explain, and to analyze the relationship between two or more central ideas of a nonfiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
2. Students will be able to explain and to analyze the interaction and development of a complex set of ideas and/or a sequence of events over the course of a non-fiction passage, a literary fiction passage, or complete literary text. (DOK Levels 2, 3, 4)
3. Students will be able to explain and to analyze the structure of non-fiction passage, a literary fiction passage, a complete literary text, or a poem, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
4. Students will be able to recognize, to explain, and to evaluate how words and phrases establish meaning and tone in nonfiction passages, in literary fiction passages, in poems, or in complete literary texts. (DOK Levels 1, 2, 3, 4)
5. Students will be able to write constructed responses and essays with a sharp distinct focus, identifying topic, task, and audience, and be able to draw accurate and detailed evidence from literary or informational texts to support analysis, reflection, and research. (DOK Levels 2, 3, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Closely read and analyze selections from mostly contemporary literature and non-fiction (both whole works and partial works):
  - a. Required Video Introduction (and discussion): from *The Newsroom* - "America is not the greatest country in the world anymore" (2012) - <https://www.youtube.com/watch?v=q49NOyJ8fNA>
  - b. Required Major Reading: *Outliers* by Malcolm Gladwell: Read, explicate, discuss, and analyze Gladwell's thesis, found on page 285 of the book. Through

close reading, guided-reading questions, and in-class discussions and group activities, students will develop a deep understanding of how Gladwell uses cases of success to point readers toward an understanding of factors that lead to individual success and ways to apply these concepts.

- c. Short Stories: Explicate, discuss, and analyze how short stories convey the theme of American Consciousness: Required Pieces: “Rules of the Game” by Amy Tan, “The Green World” by Sherman Alexie, “In Dreams Begin Responsibilities” by Delmore Schwartz. Optional pieces: selections by Dave Eggers.
  - d. Required Film: *A Few Good Men*. (Two lawyers struggle to work together to expose a conspiracy and uphold the tradition of honor while battling against outdated traditions.
  - e. Periodicals: Read, explicate, discuss, and analyze how magazine and newspaper articles have conveyed and surveyed, and still convey and survey, the theme of American Consciousness – Suggested periodicals for current, appropriate articles that relate to the theme and stories include, but are not limited to, *The New York Times*, *The New Yorker*, *Time*, *Newsweek*, *The Atlantic*, and *The Washington Post*.
  - f. Analysis of lyrics and American themes of Bruce Springsteen: “Born in the U.S.A.,” “American Land,” and “Youngstown.”
2. Active participation in academic and content vocabulary activities:
    - a. Direct instruction and practice, analysis of roots and affixes, utilization of graphic organizers, composition of summaries, and engagement of visualization using Smart Board and other technologies, including acceptable Internet sources.
    - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases in informational and literary texts based on close reading, context, and content.
  3. College-level essays and content-related constructed response prompts that require students to draw precise and detailed evidence from literary, non-fiction, or informational texts to support analysis, reflection, interpretation, and research.
  4. Grammar Component: MLA Style Manual, APA Style Manual, and sustained emphasis on developing and mastering correct usage of standard written English, punctuation rules, and applicable control tenses, parts of speech, irregular verbs, and complex sentence structures.
  5. Vocabulary Component: Chosen by instructors from the contemporary reading selections.

**Assessments:**

**Diagnostic:** As needed to assess prior knowledge on issues, content, and literary forms.

**Formative:** Constructed Writing Prompts – (2-4 per marking period) (number of essays/writing prompts, weight of assignments, common expectations, and common rubrics to be determined by teacher teams) Analytical, Informative, Reflective, and Persuasive – Topics and prompts will be constructed from student interest in content texts and from classroom discussions. Quizzes on the short stories will include short essay responses that teachers agree upon, and other common essays and constructed writing prompts will include prompts for *A Few Good Men*. Teachers will also have a list of agreed upon topics for students who are unable to

come up with an appropriate topic that fits the common criteria. A common rubric will be used to provide expectations for and to assess the writing assignment(s).

Sample student-generated topics may include:

- a. Explain and analyze the protagonist's response to his/her experiences with man's inhumanity to man.
  - b. Explicate the role that greed, power, selfishness, money, or ignorance plays in the conflicts in the text(s).
  - c. Analyze how the author's point of view and/or purpose and/or background affects the tone of the selection.
  - d. Compare and contrast points of view and tone in contemporary poems and songs.
- Common Vocabulary Enrichment and Assessment – Vocabulary will be assessed through reading selections and teacher-prepared common quizzes (incorporated in common quizzes for introductory material, short stories, and novel sections). Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
  - Common Reading Assessments/Common Selection Tests & Quizzes (content and skills-based) Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.

Summative:

- Common Reading Assessments/Common Selection Tests (content and skills-based) Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- End-of-Unit (MP) Common Assessments (objective and skills-based) Teachers will determine the content and skills to be assessed, the number of these common assessments per marking period, and the weight of these assessments as a team.
- Common Final Exam – Teachers will agree on the content/skills to be assessed and the weight of this common final exam.
- Common College-Ready Essay – The essay(s) will be written on the major required piece or the marking period theme (1-2 per marking period – prompts to be agreed upon by the teacher team) Teachers will determine the number of these common assessments per marking period and the weight of these assessments as a team. A common rubric will be used to provide expectations for and to assess the essay(s).