12th Grade English

Course Number:	(0210) (0220)
Course Level:	Honors Academic
Grade:	12
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Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

1. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Therefore, we will help students activate prior knowledge, connect old and new information, learn new material, and use what they have learned in authentic situations.

2. Learning takes place when new information is linked with existing knowledge in meaningful ways.
Therefore, it is a priority that we ensure that students understand why we are learning the content. We will begin instruction with an anticipatory set that demonstrates relevancy to students, scaffold instruction to build on existing knowledge, and close lessons with activities that reinforce the connection and relevance of the material.

3. Learning involves connecting to the present, to the past, and to the possibilities of the future.
Therefore, we will make relevant connections to the real world and will provide opportunities for students to understand that the present connects to the past and affects the future.

4. Process and product are equally important in language and instruction.
Therefore, we will explicitly model self-reflection and self-assessment and will provide opportunities for self-evaluation and prompt, candid feedback. Our students will receive regular and specific feedback related to progress against standards and timely opportunities to use the feedback to re-do and improve.

5. Research shows active learning is essential.
Therefore, we will provide tasks that require meaningful use of knowledge: analyzing perspectives, supporting opinions, investigating, solving problems, making decisions, and inventing products.

6. Learning is a social activity. Our learning is intimately associated with our connection with other human beings.
Therefore, we will build relationships with and among our students by facilitating discussions, building empathy, and structuring a climate of intrinsic motivation.

7. Relevance is essential to learning; hence it is essential to teaching and assessing.
Therefore, learning will include real world exposure, cross-curricular connections, and high interest materials.

8. Learning is most effective when differences in learners' prior knowledge, interests, and strengths are accommodated.
Therefore, we will differentiate instruction and assessment to accommodate different learning styles and educational needs.

9. To maximize learning, learners need multiple opportunities to practice in a risk-free environment.
Therefore, we will provide a supportive environment based on self-discovery and the respectful exchange of ideas.

10. Motivation influences learning.
Therefore, we will work to stimulate students with tasks of optimal novelty and difficulty that are relevant to personal interests and provide personal choice and control.

11. Assessment is vital for learning.
Therefore, we will create a variety of differentiated assessments that measure knowledge, application, process and product, self-evaluation, and growth.

12. Technology should be an integral part of the student's experience, enhancing learning and the ability to express ideas.
Therefore, we will model and encourage the use of technology as a tool for instruction, research, application, and communication.

Enduring Understandings

Students will understand that:

Effective readers…

1…internalize appropriate reading strategies and use them when they interact with different types of text.
2…read critically across all genres and interpret an author's purpose and bias.
3…interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.
4…extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
5…read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
6…develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers…

1…communicate using appropriate forms for various purposes.
2…think, plan, draft, respond, revise, edit, and publish.
3…consider audience before and while writing.
4…employ proper mechanics, usage, and grammar.
5…reflect on their writing and strive to improve their writing skills.
6…develop their voice and style.

Effective researchers…

1…begin with essential guiding questions.
2…understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
3…select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
4…draw conclusions, create meaning, and construct new knowledge.
5…use information and technology ethically and responsibly by documenting sources appropriately.
6…apply research skills to authentic, real-world issues and contexts.

Effective communicators…

1…understand that communication is an exchange between the sender and the receiver.
2…adjust delivery skills to purpose, audience, and occasion.
3…select appropriate media to enhance presentations.
4…focus and negotiate in order to create valuable contributions.
5…are active, critical, and responsible listeners.
6… recognize that communication is essential to understanding themselves and others.

Essential Questions

Reading

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does what I read influence how I read it?
4. How does an author's use of literary devices enhance my understanding of a text?
5. What is an author saying and how do I know?
6. How do I know if my interpretation of a text is valid? What makes an interpretation stronger or weaker?
7. What insights about the world and human experience does literature reveal?
8. How does literature reveal us to ourselves?

Writing

1. Why do writers write?
2. How do writers begin?
3. What strategies should I use to craft effective writing?
4. How do I improve my writing through reflection and revision?
5. Why is it important to write well?
6. What are the different purposes for writing and how are they achieved?
7. What distinguishes good writing, and what makes it worth reading?

Research

1. Why research? What is the value of research?
2. What can be discovered/created through research?
3. How do I formulate effective guiding questions?
4. Where do I find relevant information? How can I use technology to help me?
5. How do I evaluate information to determine its quality and reliability?
6. What do I do if my research points me in a new direction?
7. How can I use the librarian to help me efficiently navigate the research process?
8. How do I know when I have enough information? What do I do with all of it?
9. Why do I give credit to my sources? How do I do that?
10. How will my researching skills enable me to be an agent of change?
11. How will research help me in the real world?

Communication

1. What is communication?
2. Why is effective communication important?
3. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
4. What media will best enhance a presentation?
5. In what ways is communication collaborative?
6. What makes a good listener?

Course of Study Overview – English 12

Desired Results

Course Description: The English 12 course is designed to hone students' critical reasoning skills to prepare them for post-secondary experiences. They will learn the value of literary analysis skills and examine how literature mimics the human experience across different perspectives, societies, and time periods. Students will examine the interrelationships that exist between text, self, and world. Students will gain a deep understanding of the connection between text and the human experience that justifies literature as a unique and important tool for examining and understanding humanity. They will demonstrate effective communication skills through a variety of mediums.

The Honors course of study includes variations in literature, materials, tasks, and assessments for honors level classes. Students in this course are expected to be avid readers and sophisticated writers able to move at an accelerated pace. In this course, students will seek and encounter challenging texts, discussions, and writing requirements that require deeper research and analytical skills.

Prerequisite: 0210 (Honors) – Honors English 11, *A* or *B* or teacher recommendation; Academic English 11, *A* or *A*- or teacher recommendation.

Committee Members**:** Dawn Curran, Nathan Harris, Serena Jimenez, Kimberly Klauder*, Melody Mullis*, Kate Rosselli, Nicole Saft, Zachary Sibel, Robert Trachtenberg, Bonnie Transue, Zachary Wilson, Lauren Woehr
*Lead teachers

Course Grading:
Marking Period 1: 45%
Marking Period 2: 45%
Final Exam: 10%

Pacing Guide

Content	Days
Unit 1 - Sophisticated Literary Devices	**16 days**
Review/Introduce Unit 1 terminology • Identify & Define • Analyze purpose in poetry, short stories, or excerpts	5 days
BOY Writing Sample	1 day
Teacher introduces first major work	3 days
Grammar concepts: accurate sentences structure with correct use of punctuation	4 days
Administer at least one building aligned literary terms formative assessment	2 days
Intervention and Enrichment	1 day
Common Summative Assessment	1 day
Unit 2 - Literary Framework & Perspectives	**38 days**
Introduce concept of literary lenses (common resources available)	4 days
Teach a selection of lenses	9 days
Guided practice applying lenses to literature and media	9 days
Administer at least one building aligned formative assessment where students practice applying a literary lens	2 days
Intervention and Enrichment	1 day
Introduce Common Summative 2 (Also serves as EOY Writing Sample)	1 day
Common Summative 2 Writing Process	10 days
Grammar concepts: misplaced/dangling modifier, active/passive voice, subject/verb agreement	3 days
Unit 3 - Text-to-World Connections	**33 days**
Review and practice writing effective theme statements	3 days
Teacher introduces frameworks for analyzing different forms of media (ex: art, film, music, etc.)	5 days
Guided practice pairing texts and pairing text with media • Writing shared theme statements • Analyzing the presence of the theme in each work	5 days
Students explore a variety of text and media to search for shared themes	6 days
Administer at least one building aligned formative assessment where students analyze a shared theme	2 days
Intervention and Enrichment	1 day
Introduce Common Summative 3 including presentation expectations	2 days
Common Summative 3 development workshop	5 days
Student presentations	5 days

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

NOVELS/MEMOIRS/DRAMAS

Title	**Author**
My Name is Asher Lev	Chaim Potok
The Odyssey	Emily Wilson; Fagles; Lattimore
*Their Eyes Were Watching God **	Zora Neale Hurston
Things Fall Apart	Chinua Achebe
*Siddhartha**	Hermann Hesse
Forgotten Fire	Adam Bagdasarian
Fahrenheit 451	Ray Bradbury
A Long Way Gone	Ishmael Beah
The Metamorphosis	Franz Kafka
"Oedipus Rex Trilogy"	Sophocles
"Death of a Salesman"	Arthur Miller
"All My Sons"	Arthur Miller
"Fences"	August Wilson
"*Master Harold*… and the boys"	Athol Fugard
"Pygmalion"	George Bernard Shaw

(**) an option only for Honors.

Academic English 12 – Students will read a minimum of 2 titles from the list above.
Honors English 12 – Students will read a minimum of 3 titles from the list above.

<u>Independent Reading Requirements</u>:
Academic English 12 – Students will read a minimum of 1 independently chosen title.
Honors English 12 – Students will read a minimum of 2 independently chosen titles.

Additional Suggested Resources:

Non Fiction

Title	**Author**
Selections from the *Literature & Composition* textbook	Carol Jago et al.
Current news and discussions from district approved media sources (*NYT, Wall Street Journal*, etc.)	

Short Stories/Poems/Essays

Title	**Author**
Selections from the *Literature & Composition* textbook	Carol Jago et al.
"Recitatif"	Toni Morrison
"Shaving"	Leslie Norris
"Journey"	Joyce Carol Oates
"The Use of Force"	William Carlos Williams
"A Wife's Story"	Ursula LeGuin
"In a Grove"	Ryūnosuke Akutagawa
"Araby"	James Joyce
"Eveline"	James Joyce
"A Very Old Man with Enormous Wings"	Gabriel José García Márquez
"Once Upon a Time"	Nadine Gordimer
"How to Tell a True War Story"	Tim O'Brien
"The Things They Carried"	Tim O'Brien
"The Case for Working With Your Hands"	Matthew Crawford
"Kaffir Boy," an excerpt	Mark Mathabane's memoir *Kaffir Boy*
"Sunday on the Park"	Bel Kaufman
"Quality Street"	Chimamanda Adichie
"The Machine Stops"	E. M. Forster
Classic Fairytales	
"Beowulf"	Burton Raffel
"Fall of the House of Usher"	Edgar Allen Poe
"The Rocking Horse Winner"	D. H. Lawrence
"Two in One"	Flann O'Brian

Videos/Films/Resources

Title	
Fences, dir. Denzel Washington	2016 film
Death of a Salesman, dir. Volker Schlöndorff	1985 film
Cry Freedom, dir. Richard Attenborough	1987 film

Their Eyes Were Watching God, dir. Darnell Martin	2005 film
American Masters: The Ground on Which I Stand, dir. Sam Pollard	2015 film
Master Harold…and the Boys, dir. Lonny Price	2010 film
The Metamorphosis, dir. Chris Swanton	2012 film
Life is Beautiful, dir. Roberto Beneigni	1997 film

Unit 1 – "Sophisticated Literary Devices"

Desired Results

Essential Questions:

1. What do effective readers do? What do I do when I do not understand everything in the text?
2. Why do writers write?
3. What strategies should I use to craft effective writing?
4. What are the different purposes for writing and how are they achieved?
5. What distinguishes good writing, and what makes it worth reading?
6. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?

Enduring Understandings:

Effective readers will...

- read critically across all genres and interpret an author's purpose and bias.
- interpret, analyze, and appreciate texts, recognizing and understanding an author's purposeful use of literary devices.

Effective writers will…

- communicate using appropriate forms for various purposes.
- Brainstorm, think, plan, draft, respond, revise, and edit.
- consider audience before and while writing.
- employ proper mechanics, usage, and grammar.
- reflect on their writing and strive to improve their writing skills.
- develop their voice and style.

Effective communicators will...

- adjust delivery skills to purpose, audience, and occasion.
- be active, critical, and responsible listeners.
- recognize that communication is essential to understanding themselves and others.

Knowledge:

Students will know…

- meaning of sophisticated literary devices *(leveled lists and formative/summative assessments provided).*

Skills:

Students will be able to…

- identify sophisticated literary devices within a variety of text types.
- explain the impact of literary devices within a text.
- analyze the impact of author's choices.
- evaluate how author's POV or purpose shapes the content and style of the text.
- identify effect/function of words and phrases.
- use textual evidence to support analysis of text both explicitly and implicitly.
- effectively participate in collaborative discussions.
- demonstrate facility with conventions of English language.

Standards:

Priority:

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.2.11–12.L Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning, mood, and tone in texts.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.K Establish and maintain an appropriate style and tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

Acceptable Evidence:

Formative Assessment

- Formative pre-tests, and formative pre-summative assessments
- Poem/short-story annotation(s) for devices and meaning
- Literary Terms Posters – include textual evidence, analysis, and visual element
- Comprehension questions after X# of chapters/pages of text

Summative Assessment

- *Required District Common Assessment Unit #1- Literary Devices: summative assessment (Honors, Academic, and Adapted Academic).*

Suggested Learning Experiences and Instruction

Learning Experiences:

- Close reading/annotation of text on a variety of types of texts
- Literary Terms Posters
- Search, find, and create examples of devices
- SOAPSTone analysis of texts

Instructional Strategies:

- Direct instruction and review of devices
- Modeling of text analysis to identify devices and analyze their impact
- Partnered poetry/short story analysis to identify and analyze impact of devices
- Literary terms “Speed Dating”
- Kahoot! review of terms

Differentiation/Intervention/Enrichment Options:

- Differentiated term lists for honors and academic classes
- Different primary texts for analysis
- Students in need of intervention (can be done during various times including Lunch & Learn) can utilize TedEd videos and YouTube videos.
- Students who have achieved mastery will explore the use of additional terms beyond the required lists.

For Language Development:

- Pre-teach vocabulary terms
- Offer illustrations/visuals

- Paired work
- Use of sentence starters and/or sentence frames

Unit 2 – "Literary Frameworks and Perspectives"

Desired Results

Essential Questions:

1. Why read? What can I learn from literature?
2. What insights about the world and human experience does literature reveal?
3. How does literature reveal us to ourselves?
4. How does perspective effect interpretation?
5. What strategies should I use to craft effective writing?
6. How do I improve my writing through reflection and revision?
7. What are the different purposes for writing and how are they achieved?
8. How do I formulate effective guiding questions?
9. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?

Enduring Understandings:

Effective readers will...

- read critically across all genres and interpret an author's purpose and bias.
- extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
- develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers will...

- communicate using appropriate forms for various purposes.
- brainstorm, think, plan, draft, respond, revise, edit, and publish.
- consider audience before and while writing.
- employ proper mechanics, usage, and grammar.
- reflect on their writing and strive to improve their writing skills.
- develop their voice and style.

Effective researchers will...

- draw conclusions, create meaning, and construct new knowledge.
- use information and technology ethically and responsibly by documenting sources appropriately.

Effective communicators will...

- understand that communication is an exchange between the sender and the receiver.
- are active, critical, and responsible listeners.

Knowledge:

- Literary frameworks and perspectives such as (*Honors must teach 3; Academic must teach 2)*
  - Deconstructive
  - Formalist
  - Historical
  - Archetypal
  - African American
  - Feminist
  - Marxist
  - Psychoanalytical

    - Reader-Response
- Proper MLA styling

- Grammar
    - Sentence structure
    - Proper punctuation

Skills:
Students will be able to…

- identify, analyze, and explain recursive literary terms introduced in Unit 1 with addition of context.
- identify assorted literary Frameworks.
- present information to convey a distinct perspective.
- utilize textual evidence to support a claim.
- revise and edit their own writing.
- meet and use MLA standards and expectations.
- demonstrate facility with conventions of the English language:
    - recursive grammar skills from previous courses
    - sentence structure
    - proper punctuation

Standards:
Priority:
CC.1.3.11–12.K Read, comprehend, and enjoy literary fiction on grade level, reading independently and proficiently.
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting:
CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.K Establish and maintain an appropriate style and tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add and then evaluate how rhetoric affects the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.5.11-12.B Evaluate how rhetoric affects the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Acceptable Evidence:

Formative Assessment

- formative feedback using the thesis, introductory paragraph, and body paragraph rubrics.
- Building based Unit #2 Common Formative on Literary Frameworks and Perspectives.
- Written response – for example: how does text's character demonstrate characteristics of specific archetype OR how does text demonstrate stages of hero's journey, epic hero cycle, or other plot archetype?
- Quote selection – choose quotes of significance and explain how they represent/relate to literary frameworks
- Annotate short stories/pieces for Literary Frameworks or Perspectives
- Reading quizzes

Summative Assessment

- *Required District Literary Analysis for Unit #2 scored using the CBSD Literary Analysis Rubric.*
- Short written responses—for example: how does a character demonstrate characteristics of specific archetype OR how does a text demonstrate stages of hero's journey, epic hero cycle, or other plot archetype?

Suggested Learning Experiences and Instruction

Learning Experiences

- Direct instruction on Literary Frameworks (Academic must have 2; Honors must have 3)
- Direct instruction on the course text to be used for this assessment
- Direct instruction in crafting a Literary Analysis
- Close reading/annotation

- Direct instruction on MLA
- Conferencing with students during the writing process

Instructional Strategies

- Use of Edpuzzles:
  - Explicit vs. Implicit Meaning Edpuzzle – this task will help students to understand the implicit meaning of words and how to employ that strategy.
  - Textual Evidence Edpuzzle – This task will enhance students' understanding of the effectiveness of the use of well- chosen textual evidence to support an author's purpose
- Modeling or samples of thesis statements, introductions, and body paragraphs
  - UTA Libraries—Literary Criticism
- Use of graphic organizers
- Conferencing with students at various stages of drafting

Differentiation/Intervention/Enrichment Options

- Differentiation is provided through the choice of text and the choice of Literary Framework to explore.
- Students in need of intervention (can be done during various times including Lunch & Learn)
  - will conference with the teacher for specific and differentiated feedback on the areas that are lacking.
  - will use this video if they are in need of support with MLA citation.
  - will use this clip if they are in need of using and analyzing quotations.
  - will view this clip if they are in need of support with the use of using and analyzing quotations.
  - will use this video for re-teaching if they need support with transition sentences.
- Students who have met mastery will access the Literature Resource Center (Provided from the Gale Research Database). This source offers students mentor lit analysis documents that are published scholarly works. Students will:
  - read several of these works and note how the authors include secondary sources in their analysis.
  - find at least one secondary source and use it within the body paragraph for further support.

For Language Development

- Use of models
- Use of graphic organizers
- Use of sentence starters and/or sentence frames

Unit 3 – "Text-to-World Connections"

Desired Results

Essential Questions:

1. Why read? What can I learn from print?
2. What do good readers do? What do I do when I do not understand everything in the text?
3. How do texts differ? How does *what* I read influence *how* I read it?
4. What insights about the world and human experience does literature reveal?
5. How does literature reveal us to ourselves?
6. Why do writers write?
7. What strategies should I use to craft effective writing?
8. What are the different purposes for writing and how are they achieved?
9. What can be discovered/created through research?
10. Where do I find relevant information? How can I use technology to help me?
11. How do I evaluate information to determine its quality and reliability?
12. What do I do if my research points me in a new direction?
13. How do effective communicators adjust their delivery techniques for purpose, audience, and occasion?
14. What media will best enhance a presentation?

Enduring Understandings:

Effective readers will...

- internalize appropriate reading strategies and use them when they interact with different types of text.
- read critically across all genres and interpret an author's purpose and bias.
- extract from literature timeless insights regarding key themes, dilemmas, and challenges that humans face.
- read fluently with understanding texts that are relevant to ability, interest, and purpose throughout their lives.
- develop an understanding of the world, themselves, and others through engagement with literature.

Effective writers will...

- communicate using appropriate forms for various purposes.
- Brainstorm, think, plan, draft, respond, revise, edit, and publish.
- consider audience before and while writing.
- employ proper mechanics, usage, and grammar.
- reflect on their writing and strive to improve their writing skills.
- develop their voice and style.

Effective researchers will...

- begin with essential guiding questions.
- understand that the research process is inherently circular and includes the planning, gathering, analyzing, organizing, synthesizing, and evaluating of information.
- select appropriate resources and evaluate information based on accuracy, validity, authority, and relevance.
- draw conclusions, create meaning, and construct new knowledge.
- use information and technology ethically and responsibly by documenting sources appropriately.
- apply research skills to authentic, real-world issues and contexts.

Effective communicators will...

- understand that communication is an exchange between the sender and the receiver.
- adjust delivery skills to purpose, audience, and occasion.
- select appropriate media to enhance presentations.
- focus and negotiate to create valuable contributions.
- be active, critical, and responsible listeners.
- recognize that communication is essential to understanding themselves and others.

Knowledge:
Students will know…

- author's purpose
- audience
- defining group or idea a speaker addresses or refers to
- author's attitude toward subject, idea, event, person, etc.
- grammar:
  - recursive punctuation skills to improve sentence structure
  - parallel structure
  - active/passive voice
  - proper MLA citation

Skills:
Students will be able to…

- identify, analyze, and explain the following:
  - story unity- theme
  - word choice and connotation
  - identifying tone
  - author's purpose
- identify and analyze relationships between two or more works (which includes literary fiction, nonfiction, and multimedia) re: themes or central ideas
- gather and assess relevant information from multiple authoritative sources
- identify numerous points of comparison and contrast between works in a variety of genres
- effectively participate in collaborative discussions
- MLA standards and expectations
- write routinely over short and extended time frames
- demonstrate facility with conventions of English language:
  - recursive punctuation skills to improve sentence structure
  - parallel structure
  - active/passive voice

Standards:

Priority:

CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.2.11–12.L Read, comprehend, and enjoy literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. Assess the strengths and limitations of each source in terms of the task, purpose, and audience. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Supporting:
CC.1.3.11–12.B / CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.K Establish and maintain an appropriate style and tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade level reading standards for literature and literary non-fiction.
CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.D Use varied syntax to link the major sections of the text to impact meaning; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.11-12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Acceptable Evidence:

Formative Assessment

- Art Formative
- Use *Lit & Comp* textbook to model compare/contrast (pp. 42-57). Students choose from a limited selection of related short works to compare and contrast using similar chart format from p. 50. (Example of related works with follow-up questions)
- Paired nonfiction work with literature to identify common themes
- Reader response and personal connections/analogies

Summative Assessment

- *Required District Summative Assessment for Unit #3: presentation and written composition; scored using the Final Unit #3 Summative Assessment Rubric .*
- Short writing pieces/connections

Suggested Learning Experiences and Instruction

Learning Experiences

- District Summative Assessment for Unit #3 (formerly Core #2)
- Direct instruction using Purdue Owl Writing Lab MLA resources
- Direct instruction on the course text to be used for this assessment
- Direct instruction on presentation speaking skills
- Conferencing with students during the writing process

Instructional Strategies

- Resources from Philadelphia Museum of Art: "Looking to Write, Writing to Look"
- Observe film adaptations for comparison
- Use of current events to apply to thematic concepts in our texts.
- Practice with comparing two short works
- Modeling or samples of thesis statements/OM
- Modeling and practice with presentation skills with direct feedback
- Conferencing with students

Differentiation/Intervention/Enrichment Options

- Differentiation is provided through the choice of core text, secondary works, and the student identified thematic message.
- Students in need of intervention (can be done during various times including Lunch & Learn) will:
  - conference with the teacher for specific and differentiated feedback on the areas that are lacking.
  - practice presenting in small groups and be provided with clear and direct feedback.
- Students who have met mastery will:
  - be challenged to make additional connections/extensions beyond the required.
  - be encouraged to make personal and anecdotal connections to the thematic message.

For Language Development:

Encourage the use of world language films and multicultural art

- Paired work
- Use of graphic organizers
- Use of sentence starters and/or sentence frames