

ENGLISH 12

Description

Attention will be given in class to developing skills in analysis and collaboration. This course emphasizes responding to literature by moving from comprehension to interpretation, by closely examining the language of the text in order to explore underlying ideas, and by connecting the texts to the students' own lives. Students will write initial responses, collaborate with others in the class, and then write finalized responses which demonstrate depth and breadth of thought. Writing instruction will also focus on organization and elaboration. Students will continue to develop their skills in thesis-based writing as they write literary analysis. They will also be introduced to writing an exploratory essay and have opportunities for creative writing.

Course Overview

Course Goals

Students should:

- collaborate to extend, challenge, and broaden their thinking.
- participate in a developmental sequence of assignments in narrative, reflective, analytical, and creative writing in order to interpret texts and their own experiences.
- interact with texts to become active readers by making connections, noting confusions and surprises as they read, and revising initial ideas about a text.
- connect to the ideas and themes in literary texts.
- communicate with others to create interpretations of written, oral, and visual texts.
- analyze the purpose and use of language.
- create their own self-directed questions about texts.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Introduction to Collaboration
- II. [Unit 2](#) - Responding to Literature
- III. [Unit 3](#) - Connecting Self to Text

Standards

[State of Connecticut English Language Arts Curriculum Frameworks](#)

Grade Level Skills

Students will:

- Skills Matrix

<p>IV. Unit 4 - Literary Character Analysis with Respect to How Social Influences, Historical Context, and Time Period Shape a Person’s Identity</p> <p>V. Unit 5 - Connecting Through Inquiry</p> <p>VI. Unit 6 - Application of Interpretative and Evaluative Questions to Visual Texts Such as the News Media and Advertising</p> <p>VII. Unit 7 - Analysis of Relationship Between Outside Forces Which Shape Identity and Inward Resistance to Those Forces</p> <p>VIII. Unit 8 - Language as an Influence on Shaping Identity</p>	<p>Connecticut State Standards are met in the following areas:</p> <p><i>Reading and Responding</i> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p>	
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Pacing Guide

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8		
<u>Introduction to Collaboration</u>	<u>Responding to Literature</u>	<u>Connecting Self to Text</u>	<u>Literary Character Analysis with Respect to How Social Influences, Historical Context, and Time Period Shape a Person's Identity</u>	<u>Connecting Through Inquiry</u>	<u>Application of Interpretative and Evaluative Questions to Visual Texts Such as the News Media and Advertising</u>	<u>Analysis of Relationship Between Outside Forces Which Shape Identity and Inward Resistance to Those Forces</u>	<u>Language as an Influence on Shaping Identity</u>		
1 week	2 weeks	4 weeks	5-6 weeks	3-4 weeks	3-4 weeks	4-5 weeks	6-8 weeks		

Unit 1: Introduction to Collaboration, 1 week [top](#)

Standards

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use oral language with clarity, voice and fluency to communicate a message.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.
- publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- establish a personal voice within the class.
- build a sense of community within the class.
- review and practice the components of the writing process.
- demonstrate elaboration and organization in writing.
- demonstrate knowledge of collaboration as the foundation of a community of learners.
- write descriptively.
- share ideas through collaboration.

Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do I express who I am and what I think in writing?
- What are the elements of good collaboration?
- How does collaboration extend, challenge, and broaden one's thinking?
- What is identity?

Assessments

- Descriptive writing, which demonstrates narrative thinking
- Collaboration Skills

		<u>Skill Objectives</u> Students will:
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Unit 2: Responding to Literature, 2 weeks [top](#)

Standards

Reading and Responding

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

- draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- establish rules of class discussion through study of a text.
- analyze what it means to be an active listener and active discussion participant.
- annotate a text independently.
- respond to a piece of literature, avoiding plot summary.
- effectively peer/self edit their writing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does collaboration extend, challenge, and broaden one's thinking?
- How do I express who I am and what I think in

Assessments

- Annotation
- Graphic organizer
- Initial response
- Finalized response

<ul style="list-style-type: none"> • identify strengths of productive discussions. • underline unfamiliar words, note surprises and places of confusion. • demonstrate personal connections to literature. • practice annotating independently. • focus on listening to peers through note taking or answering written questions. • use their annotations to write an initial response. • use their annotations and notes from listening to peers to write a final response. • apply skills learned from annotating literary texts to their own writing. 	<p>writing?</p>	
		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • learn to punctuate titles of texts correctly (books, poems, short stories, periodicals, plays, movies, songs). • demonstrate knowledge of key roots, prefixes, and suffixes

Unit 3 - Connecting Self to Text, 4 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- interpret information that is implied in a text.
- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.
- identify and discuss the underlying theme or main idea in texts.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- analyze emotions of literary characters as a means of constructing themes.
- annotate a text.
- collaborate in discussion and by sharing annotations.
- evaluate themselves on their collaboration.
- make connections between their own life and a text.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do I express who I am and what I think in writing?
- How does literature contribute to an understanding of self and others?

Assessments

- Reading log to analyze character's emotions and experiences
- Graphic organizer
- Character analysis, demonstrating deductive thinking

<ul style="list-style-type: none"> • write a narrative connecting a text to self. • identify character's emotions, experiences, textual references, and connections to self, using a reading log. • analyze the thinking of others using a graphic organizer. • infer literary characters' emotions using specific language. • connect in written responses with a character's emotions. • connect their lives to non-literal aspects of a text, using a graphic organizer. • peer edit and revise for organization and structure. • recognize thematic concepts. 		
		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • use margin or post-it notes to annotate a text. • learn comma usage (dates & addresses, parenthetical expressions in a series, direct address, appositives) • revise sentences fragments and run-ons.

Unit 4 - Literary Character Analysis with Respect to How Social Influences, Historical Context, and Time Period Shape a Person's Identity, 5-6 weeks [top](#)

Standards

Reading and Responding

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

- draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- make and justify inferences from explicit and or implicit information.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- practice annotating a text.
- collaborate in discussion and by sharing annotations.
- identify social and historical factors that influence a person's identity.
- use creative writing to demonstrate a nuanced understanding of a character.
- analyze choices in their own writing.
- analyze and respond to writing by peer editing.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does literature contribute to an understanding of self and others?
- How do my experiences as a reader shape meaning in a text?
- How do personal experiences shape identity?

Assessments

- Reading log, focusing on a character being shaped or influenced by social and historical factors
- Original creative writing, demonstrating knowledge of historical/cultural situation
- Reflection, which demonstrates narrative thinking, about choices made in original creative writing

<ul style="list-style-type: none"> • demonstrate reading strategies appropriate for a close reading of the text. • explain how race, gender, age, social class, and geography influence a character's choices. • demonstrate understanding of figurative language through peer editing and revision. 		
		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • use verb tense consistently • use subject/verb agreement correctly • punctuate dialogue correctly • demonstrate knowledge of specific unfamiliar words in literary text.

Unit 5 - Connecting Through Inquiry, 3-4 weeks [top](#)

Standards

Reading and Responding

Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

- make and justify inferences from explicit and or implicit information.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- generate and respond to questions.
- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- demonstrate asking different types of questions: plot questions, interpretive questions, and evaluative questions.
- collaborate to formulate and respond to questions.
- make inferences.
- analyze connections between one's life

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do my experiences as a reader shape meaning in a text?

Assessments

- Reading log, demonstrating the three kinds of questions
- Exploratory essay, demonstrating inductive thinking

<p>and one's ideas.</p> <ul style="list-style-type: none"> • analyze connections between one's life and a text. • collaborate as part of the writing process. • shape thoughtful questions for sustained inquiry. • ask different types of questions (plot, interpretive, and evaluative) <p>Definitions:</p> <ul style="list-style-type: none"> ○ <i>Plot question</i>: a comprehension question, usually focused on the literal events, emotions, etc., of a story. Example: "What is the order of Odysseus's adventures?" ○ <i>Interpretive question</i>: a question based on the text that requires inference to answer. Example: "Why does Penelope stay faithful to Odysseus?" ○ <i>Evaluative question</i>: a question that requires the reader to use knowledge outside of the text. Example: "Is Odysseus a true hero?" <ul style="list-style-type: none"> • ask different types of questions as they read and after they read. • evaluate their own questions and the questions of others. • revise their own questions. • respond to their own questions and the questions of others. • distinguish between connotation and denotation. • shape an interpretive question from the text that addresses a societal issue. • formulate an inquiry which poses an interpretive question based on personal experience, observation, and the text. 	<ul style="list-style-type: none"> • How does collaboration extend, challenge, and broaden one's thinking? 	
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		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none">• learn to use specified homonyms correctly• demonstrate familiarity with specific words in a literary text.
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Unit 6 – Application of Interpretative and Evaluative Questions to Visual Texts Such as the News Media and Advertising, 3-4 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- interpret information that is implied in a text.
- make, support and defend judgments about texts.
- identify and discuss the underlying theme or main idea in texts.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.
- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Unit Objectives

Students will be able to:

- recognize the biases present in advertisements, news media, and popular culture.
- examine how social constructs can limit ideas of the self.
- identify explicit and implicit messages in a variety of texts.
- respond to message of the mass media.
- analyze the choices they made as writers.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?

Focus Questions

- How does literature contribute to an understanding of myself and others?
- How do personal experiences shape identity?

Assessments

- Original creative writing
- Analytical response, demonstrating narrative and deductive thinking, which describes choices made with creative writing

Skill Objectives

Students will:

Unit 7 – Analysis of Relationship Between Outside Forces Which Shape Identity and Inward Resistance to Those Forces, 4-5 weeks [top](#)

Standards

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- analyze how cultural, historical, geographical, and political forces affect a character's identity.
- articulate how cultural, historical, geographical, and political forces affect them.
- analyze symbols of a culture.
- record "aha" moments they experience as they read a text.
- make connections to previous texts.
- chart political, historical, and cultural events to determine how they influence a character's identity.
- design a visual representation to express an analysis.

Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does literature contribute to an understanding of myself and others?
- How do personal experiences shape identity?
- How do I express who I am and what I think in writing?

Assessments

- Visual representation of identity
- Reading log, focusing on society influencing one's identity
- Character analysis, demonstrating deductive thinking

		<u>Skill Objective</u> Students will: <ul style="list-style-type: none">• learn how to use adverbs correctly (including bad/badly and good/well).
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Unit 8 – Language as an Influence on Shaping Identity , 6-8 weeks [top](#)

Standards

Reading and Responding

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students will:

- analyze the meaning of words and phrases in context.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- analyze the connection between language and identity.
- examine how social class, culture, and historical context affect language.
- consciously choose tone and word choice as they write for different audiences.
- examine quotes to determine traits of literary characters.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do authors convey purpose and meaning?
- How do I express who I am and what I think in writing?

Assessment

- Literary analysis, demonstrating deductive thinking, which focuses on language use

Skill Objectives

Students will:

		<ul style="list-style-type: none">• recognize that diction, word choice, sentence structure, verb tenses, idioms are the components of spoken and written English, and that these are the changing components of “Standard” and “Non-Standard” English.• recognize that “Standard English” is a tool that enables people to enter a culture of power.
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