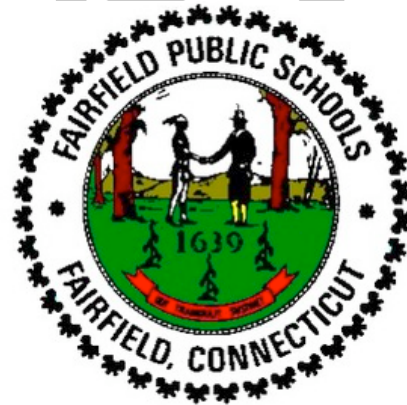


# Fairfield Public Schools

## English Curriculum

Reading, Writing, Speaking and Listening, Language

### Grade 12



## Grade 12 English Overview

### Description

The students taking this class are college bound and every one of them is on the verge of a major life change: graduation. Therefore, the course is intended to accomplish two primary tasks. First, the course is designed to cultivate the critical thinking, reading, writing, and oral skills required to succeed in college. Second, the class challenges students to recognize their power in shaping the course of their own lives.

By examining abstract concepts such as art, truth, ethics, and evil through an academic lens, students will develop a heightened awareness of their own ideology regarding these notions. With this heightened awareness, students become more reflective of collaborative and independent study, written and oral discourse, and the exploration of challenging texts and philosophical ideas. Students then emerge as bold, reflective, passionate academics.

The Aesthetics of Living: Searching for Meaning Through Literature offers students a chance to explore philosophical concepts evident in literature and in the world today. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as they are relevant to the human condition. Students are expected to be self-motivated and to actively participate in and lead seminar discussions. Additionally, the study of critical theory will expand students' capacity to analyze, discuss, and write about literature. The Independent Study Project, which includes extensive preparation and a dynamic presentation, is an integral part of the year. This course is an intellectual and philosophical inquiry driven by the underlying question of what makes a meaningful life.

The higher level courses assume students are able to work more independently, read more complex literature, complete longer assignments in reading, writing, and vocabulary study, and write more complex essays based on abstract and original thinking.

## Grade 12 English Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Man's Search for Meaning	Close-reading of	Creative Non-Fiction –	Review of major 11 <sup>h</sup>	Creative non-fiction


	complex texts using Reader Response Literary Theory	Narrative non-fiction	grade concepts	Personal narrative Close-reading analysis
2. The Function of Art in Life	Close-reading of complex texts using Biographical Literary Theory	Informative/ Explanatory Reflection	avoid using the comma splice. use consistent voice in writing. correctly punctuate restrictive and non-restrictive clauses.	Creative non-fiction Informative analysis on art and/or poetry
3. Discerning and Discovering Truth	Close-reading of complex texts using Psychoanalytical Literary Theory	Extended Narrative	demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.).  Demonstrate correct pronoun agreement	Argument using scholarly criticism (counter-claims) -Personal narrative/close read -Informative/explanatory
4. The Existence of Evil	Close-reading of complex texts using Historical and Post-Colonial Literary	Argument and informative/ explanatory	Determine their four most common grammatical errors through individual	Historical research Argument and/or informative/explanatory using historical research

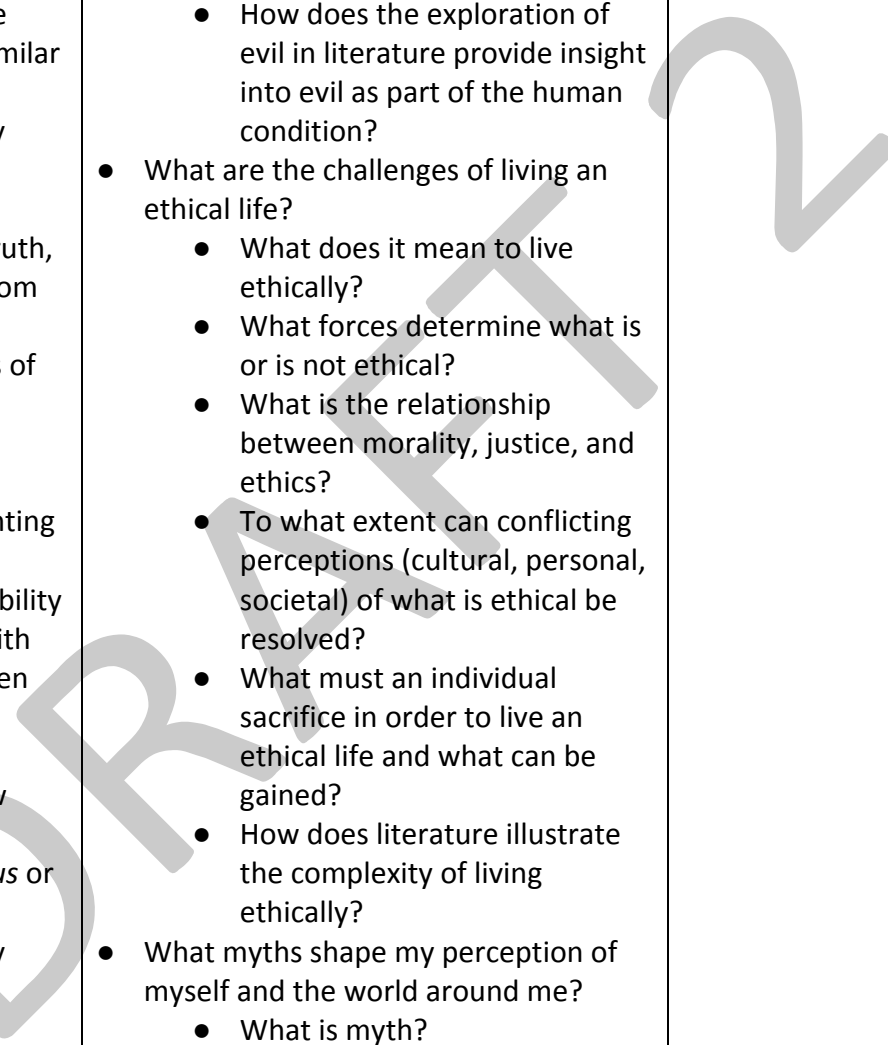
	Theory		conferences with their teacher and, for duration of the school year, avoid each one in their writing.	
5. The Role of Gender, Race, and Class	Close-reading of complex texts using Feminist and Marxist Literary Theory	Argument/informative/explanatory Narrative	demonstrate proficiency in the four grammatical errors individually determined with their teacher.	Historical research Argument and/or informative/explanatory using historical research
6. Living an Ethical Life	Close-reading of complex texts using Postmodern Literary Theory	Personal Narrative	demonstrate proficiency with MLA conventions. write an annotated bibliography for the literary analysis paper following MLA format.  demonstrate proficiency in the four grammatical errors individually determined with their teacher.	Formal Literary Analysis
7. Building a House of	Student directed	Student directed	continue to	Culminating project

Meaning: The Independent Project	project	project	demonstrate proficiency in four individually determined grammatical errors	
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<b>Reading Resources</b> <i>FPS Units of Study for Grade 12</i> Anchor Texts Book Club Texts by level	<b>Writing Resources</b> <i>FPS Units of Study for Grade 12</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2<sup>nd</sup> Edition</i> by H. Noden
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Grade 12 Overview: Reading and Writing		
<b>Central Understandings</b>  Students will be able to: <ul style="list-style-type: none"> <li>record ideas, key lines from texts, and questions from collaboration in an Independent Study Journal.</li> <li>identify and respond to a variety of visual art (paintings and sculpture) that connect to a concept represented in literature.</li> <li>establish guidelines for discussion and seminar and the roles of participants and leaders.</li> </ul>	<b>Course Essential Questions</b> <ul style="list-style-type: none"> <li>How and why does one search for meaning in life? <ul style="list-style-type: none"> <li>How can the study of the course's essential questions drive the pursuit of a meaningful life?</li> <li>What are the qualities of a noble and meaningful life?</li> </ul> </li> <li>What is the function of art in life? <ul style="list-style-type: none"> <li>What is the power of artistic expression?</li> </ul> </li> </ul>	<b>Assessments:</b> <ul style="list-style-type: none"> <li>Culminating Project</li> </ul>

<ul style="list-style-type: none"> <li>● select and analyze ideas and questions from given texts that will focus units of study for the year.</li> <li>● organize a reflective journal for the Independent Study, based on an introduction to the expectations for the final project.</li> <li>● identify and analyze key lines from texts that demonstrate an understanding of the text and an acknowledgment of that text in a broader philosophical and cultural context.</li> <li>● analyze model creative nonfiction for stylistic elements.</li> <li>● demonstrate sophisticated nonfiction writing strategies such as effective description (sensory language), diction (connotation, denotation), figurative language, zoom focus, dialogue, developed conflict, and implied thesis.</li> <li>● identify and respond to a variety of visual art (paintings and sculpture) that connects to a concept examined in the unit.</li> <li>● develop a glossary of terms used to discuss visual art.</li> <li>● participate in seminar by composing challenging questions and highlighting significant passages for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● How can one exhibit a unique and exceptional vision of the world?</li> <li>● What inspires art?</li> <li>● How do experiences with art contribute to a meaningful life?</li> <li>● Why do human beings create art?</li> <li>● What is aesthetic?</li> <li>● What is art?</li> <li>● How do we discover and discern truth? <ul style="list-style-type: none"> <li>● Why seek the truth?</li> <li>● Are all truths relative or are there universal truths?</li> <li>● How can truth be defined?</li> <li>● What is the difference between knowledge and truth, perception and truth, reality and truth?</li> <li>● What role does truth play in living a meaningful life?</li> <li>● How can literature be a portrayal of truth?</li> </ul> </li> <li>● What is evil and why does it exist? <ul style="list-style-type: none"> <li>● What is the relationship between goodness and evil?</li> <li>● Can evil be universally defined?</li> <li>● Why do good people commit evil acts?</li> <li>● How do societal concepts</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li>● analyze, through discussion and informal writing assignments, how Feminist theory offers interpretive possibilities for <i>The Bell Jar</i> or a similar text.</li> <li>● extend classroom collaboration by including the “voices” of feminist literary critics.</li> <li>● develop a personal definition of truth, using informal writing and classroom discourse.</li> <li>● make connections between works of fiction and philosophical readings about the nature of truth.</li> <li>● lead seminar by composing challenging questions and highlighting significant passages.</li> <li>● metacognitively, reflect on their ability to generate and follow through with their own ideas and questions when writing or planning a project.</li> <li>● analyze, through discussion and informal writing assignments, how Psychoanalytic theory offers interpretive possibilities to <i>Oedipus</i> or a similar text.</li> <li>● extend classroom collaboration by including the “voices” of psychoanalytic literary critics.</li> <li>● research and present findings related</li> </ul>	<p>regarding good and evil dictate behavior?</p> <ul style="list-style-type: none"> <li>● How does the exploration of evil in literature provide insight into evil as part of the human condition?</li> <li>● What are the challenges of living an ethical life? <ul style="list-style-type: none"> <li>● What does it mean to live ethically?</li> <li>● What forces determine what is or is not ethical?</li> <li>● What is the relationship between morality, justice, and ethics?</li> <li>● To what extent can conflicting perceptions (cultural, personal, societal) of what is ethical be resolved?</li> <li>● What must an individual sacrifice in order to live an ethical life and what can be gained?</li> <li>● How does literature illustrate the complexity of living ethically?</li> </ul> </li> <li>● What myths shape my perception of myself and the world around me? <ul style="list-style-type: none"> <li>● What is myth?</li> <li>● What role do myths (personal,</li> </ul> </li> </ul>	
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<p>to the cultural background of one of the unit texts.</p> <ul style="list-style-type: none"> <li>● extend classroom collaboration by including the “voices” of Postcolonial literary critics.</li> <li>● analyze, through discussion and informal writing assignments, how Postcolonial theory offers interpretive possibilities to <i>Cry the Beloved Country</i> and <i>Heart of Darkness</i> or similar texts.</li> <li>● analyze rhetoric used in given texts, as determined by the audience and purpose of students’ speeches.</li> <li>● use rhetorical devices to compose a speech intended for a student specified purpose and audience.</li> <li>● discuss how literary characters illustrate evil as part of the human condition.</li> <li>● use oral discourse and informal writing to develop a personal definition of goodness and evil.</li> <li>● examine the existence of goodness and evil within themselves and the world around them through connections to literature.</li> <li>● demonstrate their recognition of how cultural assumptions have shaped their concepts of ethics.</li> <li>● articulate the characteristics of an</li> </ul>	<p>cultural, historical) play in my life?</p> <ul style="list-style-type: none"> <li>● To what extent is my personal myth consistent with cultural myth?</li> <li>● What can one do if their personal myth and cultural myth are inconsistent?</li> <li>● In what ways can personal myth help identify one’s heroic path?</li> <li>● How can one take steps to follow this heroic path?</li> <li>● What questions must I ask to create personal meaning in life? <ul style="list-style-type: none"> <li>● What ideas from this year of study have been most significant in my personal quest for meaning?</li> <li>● What class experiences have inspired me to pursue my Independent Study?</li> <li>● How can the creation of a product enhance my learning experience?</li> <li>● How can I shape my learning into a presentation that will be a unique and intellectual experience for my audience?</li> </ul> </li> </ul>	
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<p>ethical life within the context of their own culture.</p> <ul style="list-style-type: none"> <li>● analyze the conflicts evident in unit texts as a basis for discussing the relationships between morality, justice, and ethics.</li> <li>● apply Marxist critical theory to a unit text through informal writing and class discussion.</li> <li>● conduct research regarding literary criticism.</li> <li>● develop a sophisticated and deep definition of the term “myth” through written and oral discourse.</li> <li>● reflect in writing how myth plays a role in their own lives.</li> <li>● identify ways in which art (literature and visual texts), reflects personal and societal mythology regarding ethics, goodness, evil, and truth.</li> <li>● explore their own personal mythology and explain what they want to keep of it and what they want to change, given their emerging adult lives.</li> <li>● develop a prospectus for their Independent Study Project and conference with their teacher for final approval.</li> <li>● form and pursue a line of intellectual inquiry related to the literature and</li> </ul>		
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<p>ideas examined in this course.</p> <ul style="list-style-type: none"> <li>● conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.</li> <li>● use technology to research, create a product, and present their independent study.</li> <li>● extend their learning through community involvement.</li> </ul> <p>reflect on how this Independent Study Project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.</p>		
<p><b>Standards</b> Common Core State Standards</p>		<p><b>National Assessments:</b></p>

DRAFT 2

## Grade 12 Unit 1: Man's Search for Meaning

### Unit Overview

By the end of the unit, students should be able to respond to the following questions:

- How and why does one search for meaning in life?
- How can the study of the course's essential questions drive the pursuit of a meaningful life?
- What are the qualities of a noble and meaningful life?

#### Reading Focus

- Close reading of texts using Reader Response Literary Theory
- Select and analyze ideas and questions from given texts that will focus units of study for the year.
- Organize a reflective journal for the Independent Study, based on expectations for the final project.
- Record ideas key lines from texts, and questions from collaboration in an Independent Study Journal.
- Identify and analyze key lines from texts that demonstrate an understanding of the text and an acknowledgment of that text in a

#### Writing Focus

- Organize a reflective journal for the Independent Study, based on expectations for the final project.
- Synthesis Writing
- Narrative
- Informational Essay utilizing the conventions of reader response

#### Grammar, Usage, and Mechanics Focus

- avoid using the comma splice.

broader context (personal life, human condition, cultural assumptions).		
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**Assessments**

- Reflective essay about how one has created meaning in life up to this point; First entry of the Independent Study Portfolio

**Common Core Standards Emphasized in the Unit**

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

they are writing.

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** 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.

**W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

DRAFT 2

## Grade 12 Unit 2: The Function of Art in Life

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What is the function of art in life?
  - What is the power of artistic expression?
  - How can one exhibit a unique and exceptional vision of the world?
  - What inspires art?
  - How do experiences with art contribute to a meaningful life?
  - Why do human beings create art?
  - What is aesthetic?
  - What is art?
  - How do I make something appear beautiful, meaningful, and compelling?

#### Reading Focus

- Close reading of texts using Biographical Literary Theory
- Analyze model creative nonfiction for stylistic elements.
- Demonstrate sophisticated nonfiction writing strategies such as effective description (sensory language), diction (connotation, denotation), figurative language, zoom focus, dialogue,

#### Writing Focus

- Connect with texts through initial written responses and extend that thinking through finalized written responses.
- Demonstrate knowledge of elements of an effective argument.
- Informational Essay utilizing the conventions of Biographical Literary Theory

#### Grammar, Usage, and Mechanics Focus

- use consistent voice in writing.
- correctly punctuate restrictive and non-restrictive clauses.

<p>developed conflict, and implied thesis.</p> <ul style="list-style-type: none"> <li>● Identify and respond to a variety of visual art that connects to a concept examined in the unit.</li> <li>● Develop a glossary of terms used to discuss visual art.</li> <li>● Participate in seminar by composing challenging questions and highlighting significant passages for discussion.</li> <li>● Extend classroom collaboration by including the “voices” of feminist literary critics.</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively incorporate quoted material into writing.</li> <li>● Practice using the conventions of MLA citations.</li> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>● Relying on partners to help us edit and revise our work</li> </ul>	
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**Assessments**

- Creative nonfiction essay / College essay Analytical essay utilizing a critical lens in response to a visual or literary text

**Common Core Standards Emphasized in the Unit**

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)



**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** 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.

**W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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## Grade 12 Unit 3: Discerning and Discovering the Truth

### Unit Overview

By the end of the unit, students will be able to respond to the following questions:

- How do we discover and discern truth?
  - Why seek the truth?
  - Are all truths relative or are there universal truths?
  - How can truth be defined?
  - What is the difference between knowledge and truth, perception and truth, reality and truth?
  - What role does truth play in living a meaningful life?
  - How can literature be a portrayal of truth?

#### Reading Focus

- Close reading of texts using Psychoanalytical Literary Theory
- Develop a personal definition of truth, using informal writing and classroom discourse.
- Make connections between works of fiction and philosophical readings about the nature of truth.
- Lead seminar by composing challenging questions and highlighting significant passages.

#### Writing Focus

- Informational Essay utilizing the conventions of Psychoanalytical Literary Theory
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to

#### Grammar, Usage, and Mechanics Focus

- demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.).
- demonstrate correct pronoun agreement

<ul style="list-style-type: none"> <li>● Metacognitively, reflect on their ability to generate and follow through with their own ideas and questions when writing or planning a project.</li> <li>● Analyze, through discussion and informal writing assignments, how critical theory offers interpretive possibilities to <i>Oedipus</i> or a similar text.</li> <li>● Extend classroom collaboration by including the “voices” of psychoanalytic literary critics.</li> </ul>	<p>eliminate errors and communicate ideas clearly and concisely</p> <ul style="list-style-type: none"> <li>● Relying on partners to help us edit and revise our work</li> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> </ul>	
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#### Assessments

- Expository Essay; Argumentative Essay, Exploratory essay/ close reading of a sentence, based on an individually generated question about the nature of truth, which includes interpretation of at least three of the unit texts

#### Common Core Standards Emphasized in the Unit

- RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** 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.

**W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

## Grade 12 Unit 4: The Existence of Evil

### Unit Overview

By the end of this unit, students will respond to the following questions:

- What is evil and why does it exist?
- What is the relationship between goodness and evil?
- Can evil be universally defined?
- Why do good people commit evil acts?
- How do societal concepts regarding good and evil dictate behavior?
- How does the exploration of evil in literature provide insight into evil as part of the human condition?

<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar, Usage, and Mechanics Focus</b>
<ul style="list-style-type: none"> <li>● Close reading of texts using Historical or Post-Colonial Literary Theory</li> <li>● research and present findings related to the cultural background of one of the unit texts.</li> <li>● extend classroom collaboration by including the “voices” of literary critics.</li> <li>● analyze, through discussion and informal writing assignments, how critical theory offers interpretive possibilities to chosen texts.</li> <li>● discuss how literary characters illustrate evil as part of the human condition.</li> <li>● examine the existence of goodness and evil within themselves and the world around them through connections to literature</li> <li>● Using student questions to guide whole-class discussion and annotation of shared narrative text.</li> </ul>	<ul style="list-style-type: none"> <li>● Use oral discourse and informal writing to develop a personal definition of goodness and evil.</li> <li>● Informational essay utilizing the conventions of historical or post-colonial literary theory</li> <li>● Develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.</li> <li>● Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.</li> <li>● Integrate textual support in order to support and embellish their thesis statements.</li> <li>● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>● Relying on partners to help us edit and revise our work</li> </ul>	<ul style="list-style-type: none"> <li>● determine their four most common grammatical errors through individual conferences with their teacher and, for duration of the school year, avoid each one in their writing.</li> </ul>

<b>Assessments</b>
<ul style="list-style-type: none"> <li>● Extended Definition Paper (Informational Writing - Character analysis essay, focusing on how literary characters (one from each of the unit texts) illustrate evil as part of the human condition</li> </ul>

### Common Core Standards Emphasized in the Unit

**RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other



information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** 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.

**W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Grade 12 Unit 5: The Role of Gender, Race, and Class

## Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What are the power relationships between men and women (or characters assuming male/female roles)?
- How are male and female roles defined?
- What constitutes masculinity and femininity?
- How do characters embody these traits?
- Based on what we know about Marx, what would we say the Marxist theory is trying to examine in a text?
- How would you go about looking for these things in a text?
- What things in a text could point to social class and the treatment of a certain social class?
- How are gender roles constructed from personal to global levels?
- What is the purpose of gender roles in society?
- To what extent do gender roles inhibit / liberate individuals?

### Reading Focus

- Close reading of texts using Feminist or Marxist Literary Theory
  - Analyze the ways that feminist literary criticism intersects with, or differs from, the agendas of political feminists for social and economic freedom and equality
  - identify the concepts of gender, ideology, revisionary rereading, gynocriticism, the matriarchate in

### Writing Focus

- Informational Essay utilizing the conventions of Feminist or Marxist Literary Theory
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and

### Grammar, Usage, and Mechanics Focus

- Determine their four most common grammatical errors through individual conferences with their teacher and, for duration of the school year, avoid each one in their writing.

literary texts <ul style="list-style-type: none"> <li>• Critique the subject matter and literary techniques that lend themselves to feminist writing</li> </ul>	revise our work	
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<b>Assessments</b> <ul style="list-style-type: none"> <li>• Expository Essay; Argumentative Essay, Exploratory essay applying Feminist or Marxist literary theory to a literary text</li> </ul>
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Common Core Standards Emphasized in the Unit
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>RL.11-12.3.</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.          Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.          Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.          Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

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

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** 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.

**W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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## Grade 12 Unit 6: Living an Ethical Life

### Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What are the challenges of living an ethical life?
  - What does it mean to live ethically?
  - What forces determine what is or is not ethical?
  - What is the relationship between morality, justice, and ethics?
  - To what extent can conflicting perceptions (cultural, personal, societal) of what is ethical be resolved?
  - What must an individual sacrifice in order to live an ethical life and what can be gained?
  - How does literature illustrate the complexity of living ethically?

#### Reading Focus

- Close reading of texts using Postmodern Literary Theory
- Demonstrate their recognition of how cultural assumptions have shaped their concepts of ethics.
- Articulate the characteristics of an ethical life within the context of their own culture.
- Analyze the conflicts evident in unit texts as a basis for discussing the relationships between morality,

#### Writing Focus

- Use rhetorical devices to compose a speech intended for a student specified purpose and audience.
- Informational Essay utilizing the conventions of Postmodern Literary Theory
- develop individual thesis statements which demonstrate an understanding of the philosophical concepts offered by a text.

#### Grammar, Usage, and Mechanics Focus

- discuss academic integrity and demonstrate recognition of what constitutes plagiarism.
- demonstrate proficiency with MLA conventions.
- write an annotated bibliography for the literary analysis paper following MLA format.
- demonstrate proficiency in two of the four grammatical errors

<p>justice, and ethics.</p> <ul style="list-style-type: none"> <li>Analyze rhetoric used in given texts, as determined by the audience and purpose of students' speeches.</li> </ul>	<ul style="list-style-type: none"> <li>recognize and use stylistic tools to enhance their personal voice in writing.</li> <li>integrate textual support in order to support and embellish their thesis statements.</li> <li>Develop and use a vocabulary list that can be used to cultivate sophisticated discussion of style in writing.</li> <li>Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely</li> <li>Relying on partners to help us edit and revise our work</li> </ul>	<p>individually determined with their teacher.</p>
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**Assessments**

- Literary Analysis; Speech: Importance of Ethics as related to an important issue connected to focus questions

**Common Core Standards Emphasized in the Unit**

- RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and



well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** 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.

**W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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## Grade 12 Unit 7: Building House of Meaning: Independent student Inquiry

### Unit Overview

In this culminating unit, students apply the knowledge and skills from the course and design their own, independent inquiry project.

#### Reading Focus

- form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- reflect on how this Independent Study Project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.

#### Writing Focus

- reflective writing
- develop a prospectus for their Independent Study Project and conference with their teacher for final approval.
- use technology to research, create a product, or present their independent study.
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#### Grammar, Usage, and Mechanics Focus

#### Assessments

- Independent Project and Presentation

### Common Core Standards Emphasized in the Unit

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.11-12.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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