

## **English 12**

### **Overview**

This required two-trimester course (unless students take AP English) is designed for the study of fiction as well as informational and nonfiction texts as well as the development of advanced composition skills that will help prepare students for college and the world of work. The selection of literature is broad; texts students will read fit the themes for the course, challenge students, and provide some more American “seminal texts” encouraged by the Common Core. The selections were also chosen because they challenge students, encourage good discourse in the class, and reflect the reading level students should have by the time they are seniors. Some of these selections were recommended as text exemplars by Common Core. Other selections are by authors recommended by Common Core, and finally, some were selected because they addressed the standards students need to achieve. Students will also complete mini-lessons in grammar and mechanics with the intention that they then use these skills in their writing. The class will focus on such things as understanding sentence structure and developing writing fluency, essay writing, developing critical thinking and reading skills through the literature they read, understanding and applying literary elements to the literature read, and completing multiple writing assignments, including literary analyses, argumentative essays, personal narratives, and research papers.

### **Units of Study**

1. **Unit 1 Title: Reflections** – We will read Ishmael Beah’s *A Long Way Gone: Memoirs of a Boy Soldier*, which is a true account of a young man’s time as a soldier in Sierra Leone. We will also read a number of shorter memoirs, narratives, and excerpts as well as some poetry. Students will write a personal narrative and at least one other essay during this unit.

**Length of Unit:** 6 weeks (English 12 A)

2. **Unit 2 Title: Defining Freedom**–We will read *Kaffir Boy*, another true story, about a young man growing up in apartheid South Africa. We will also read a number of historical speeches and documents that connect to freedom in some way as well, and, of course, more poetry. Again, students will also be completing various essays and in-class assignments during this time.

**Length of Unit:** 6 weeks (English 12 A)

3. **Unit 3 Title: Disillusionment**– This is our longest unit because we have the most literature to read. We will take all of English 12 B to complete this unit, reading *The Great Gatsby*, *Hamlet*, and *Antigone*. We will also read a number of shorter pieces as well as some poetry. Students will complete multiple literary analyses, a Socratic Seminar, and other assignments as well.

**Length of Unit:** 12 weeks (English 12 B)

4. **Research Unit:** Students will complete a literature-based research paper for this unit. It will be completed throughout second trimester at various times while students are still studying other literature and completing other assignments.

**Length of unit:** Research Paper: approximately 6 weeks (English 12 B)

5. **Grammar, Mechanics, Usage, and Sentence Variety:** Student writing and mini-lessons will guide the instruction. We will focus on a variety of skills and topics that will help student writing.

**Length of unit:** On-going

\*\*\*\*Some formative and on-going assessment examples follow

**Unit Summary:** This unit will focus on our beliefs and values and how life experiences affect who we become. Students will read a variety of essays, poems, and Ishmael Beah's *A Long Way Gone: Memoirs of a Boy Soldier* to help them understand how different experiences impact their personal belief systems. Assignments students will complete include a personal narrative in which students explain their connections to the world around them, or they will select a world issue that is important to them and explain why it is an important issue. Students will also be asked to connect each piece we read to the theme of reflections through journal topics, discussion, etc. Finally, students will answer questions over the memoir as well as write a literary analysis of the work. A comprehensive test will also be given to assess this unit.

**Title of Unit:**  
REFLECTIONS

**Subject:**  
English 12 A

### **Common Core State Standards**

#### **Reading Informational Text:**

**R.I.12.2- Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.**

**R.I.12.3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the text.**

**R.I.12.4 – Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.**

**R.I.12.6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

#### **Reading Literature:**

**R.L.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 where the text leaves matters uncertain.**

**R.L.12.4 – Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone.**

#### **Speaking & Listening**

**SL.12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

**- SL12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

**-[SL.12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**

**-[SL.12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

## **Writing**

**W.12.3 a-d –W.12.5– Write narratives...produce clear and coherent writing...develop and strengthen through the process of revision**

**W.12.9a/b – Draw evidence from literary or informational texts to support analysis**

**W.12.10 – Write routinely over extended time frames**

## **Language**

**L.12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.12.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.12.3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening**

**L. 12.4 -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.**

**L.12.5 -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.12.6- 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.**

### **Literature to be used:**

- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah, a true story of the author's life in Sierra Leone during its civil war.
- Selections from *The Glass Castle* by Jeannette Walls
- Various memoir selections
  - "Graduation" by Maya Angelou
  - "Can We Know the Universe" by Carl Sagan
  - "Shooting an Elephant" by George Orwell
- Selections from Holt McDougal
  - "Letter to a Young Refugee from Another" by Andrew Lam
  - "Song of P'eng-ya" by Tu Fu
  - "Desert Places" by Robert Frost
  - "Theme for English B" by Langston Hughes
  - "The Gift" by Li-Young Lee
  - "Those Winter Sundays" by Robert Hayden
  - "Piano" D.H. Lawrence
  - "Fifteen" by William Stafford

### **Other resources:**

- Internet – CNN and CBC video clips of Beah interview
- BBC Timeline –War in Sierra Leone
- *Holt McDougal Text*

### **Essential Questions**

### **Enduring Understandings**

<ol style="list-style-type: none"> <li>1. How would you describe your values and beliefs?</li> <li>2. How have your experiences shaped you?</li> <li>3. How do different authors express their values and beliefs?</li> <li>4. How can a writer use personal responses and experiences to make a persuasive case?</li> <li>5. What are the connections between individuals, events, and ideas in the text?</li> <li>6. What can we learn from what is not written in a text? What inferences can we make?</li> <li>7. What techniques (syntax/diction) can a writer use to make his or her point? How do those choices impact meaning and purpose?</li> </ol>	<ul style="list-style-type: none"> <li>• Our beliefs are shaped by our experiences.</li> <li>• We learn about ourselves through the process of reflection.</li> <li>• Individuals, ideas, or events that interact and develop over the course of a text can be analyzed.</li> <li>• Texts have multiple central ideas and different texts can share those same central ideas.</li> </ul>
<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Know...</u></b></p> <ul style="list-style-type: none"> <li>• The general structure of an essay</li> <li>• That writing is a process</li> <li>• The definition of theme, central purpose, and other key terms for the unit</li> <li>• The impact certain events can have in shaping their belief systems</li> <li>• What a memoir is</li> </ul>	<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Be Able To...</u></b></p> <ul style="list-style-type: none"> <li>• Write a personal essay about their feelings about a world topic <ul style="list-style-type: none"> <li>○ Demonstrate the writing process (drafting, editing, peer editing, revising)</li> <li>○ Write a thesis statement and topic sentences</li> <li>○ Use personal examples of support</li> </ul> </li> <li>• Explain the central purpose of <i>A Long Way Gone</i> as well as the essays and poems that are read <ul style="list-style-type: none"> <li>○ Analyze how poetic devices are used to achieve the central purpose</li> <li>○ Offer textual examples and rhetorical strategies that support purpose</li> </ul> </li> <li>• Recognize how certain choices and events impacted different writers and their belief systems</li> <li>• Annotate a difficult text and draw inferences as they do so</li> <li>• Analyze poems and essays and examine how the poet/author's choice of syntax, diction, structure impact meaning</li> </ul>
<p><b><u>Formative/On-Going Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Daily discussions, both teacher-led and student-led, depending on the needs of the students as determined by <ul style="list-style-type: none"> <li>○ Exit and entrance slips over daily topics</li> </ul> </li> </ul>	<p><b><u>Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Test over <i>A Long Way Gone</i></li> <li>• At least one literary analysis of a memoir and/or other pieces we have read, such a theme analysis, a poetry analysis, or compare/contrast essay about two or more works of literature.</li> </ul>

<ul style="list-style-type: none"> <li>○ Journal prompts, which will act as class starters as well as reflections over materials</li> <li>○ Student-assessments of texts and their understanding of the texts</li> <li>● Study/guided questions over <i>A Long Way Gone</i> and other reading assignments</li> <li>● Various group assignments and discussions/mini-presentations about the text</li> <li>○ Guided group questioning and presentations</li> <li>● Quizzes over content vocabulary and reading assignments</li> <li>● Annotation of at least one shorter piece, including “Shooting an Elephant”</li> <li>● Complete TP-Casts and other analyzing activities for poems</li> </ul>	
<p><b><u>Instructional strategies to be used</u></b></p> <ul style="list-style-type: none"> <li>● Silent and group reading/ teacher-led “think alouds” with the various texts</li> <li>● Discussion – whole class and group; the classes may be divided into a number of groups depending on the reading selections; different groups will have focused discussions on different pieces.</li> <li>● Lecture and notes</li> <li>● Writing process/developing thesis statements and topic sentences as tools for organization</li> <li>● Read and discuss related articles, especially those connected to Sierra Leone or homelessness</li> <li>● Modeling of annotations, outlining, and writing</li> <li>● Vocabulary introduction and practice before reading a piece</li> </ul>	
<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>● Syntax</li> <li>● Diction</li> <li>● Allusion</li> <li>● Memoir</li> <li>● Theme/central purpose</li> <li>● Symbol</li> <li>● Motif</li> <li>● Poetic devices <ul style="list-style-type: none"> <li>○ Personification</li> <li>○ Figures of speech</li> <li>○ Attitude</li> <li>○ Rhyme, rhythm, meter</li> </ul> </li> <li>● Point of view</li> </ul>	<p><b><u>Content Vocabulary</u></b></p> <p><i>A Long Way Gone</i></p> <ol style="list-style-type: none"> <li>1. Refugee</li> <li>2. Agitating</li> <li>3. Intervention</li> <li>4. Recruit</li> <li>5. Cassava</li> <li>6. Congeal</li> <li>7. Scabbard</li> <li>8. Remorse</li> <li>9. Parable</li> <li>10. Vigilance</li> <li>11. Imam</li> <li>12. Sura</li> <li>13. Indelibly</li> <li>14. Sonority</li> <li>15. Disconsolate</li> <li>16. Omen</li> <li>17. Stagnant</li> </ol>

	<div>18. Jubilation</div> <div>19. Deploy</div> <div>20. Repatriated</div> <div>“Graduation”</div> <div><div>1. Allied</div><div>2. Trammel</div><div>3. Heady</div><div>4. Fatalism</div><div>5. Palpable</div></div> <div>“Shooting an Elephant”</div> <div><div>1. Despotic</div><div>2. Petty</div><div>3. Imperialism</div><div>4. Municipal</div><div>5. Futility</div></div>
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**Unit Summary:** This unit will focus on the theme of freedom and will ask students to define what freedom is- to them, to America today and in the past, and to other individuals who have been oppressed. We will read through a variety of “seminal American texts” as well the autobiography *Kaffir Boy* and various poems to understand what freedom means and how various groups of people could define it in different ways. Students will be asked to keep a reading journal for *Kaffir Boy*, they will be asked to analyze various historical documents, they will be engaged in daily discussions, and they will write an argumentative essay in which they argue whether or not they are free, using researched materials, the texts they read in class, and their own opinions for support.

**Title of Unit:**  
DEFINING FREEDOM

**Subject:**  
English 12 A

**Common Core State Standards**

**Reading Informational Text:**

**R.I.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.**

**R.I.12.2- Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.**

**R.I.12.6 – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

**R.I.12.9- Analyze foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.**

**Reading Literature:**

**R.L.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 where the text leaves matters uncertain.**

**R.L.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**

**R.L.12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact**

**Speaking & Listening**

**SL.12.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

**----SL. 12.1a- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

**----SL.12.1b -Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.**

**----SL.12.1c -Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**



----SL.12.1d- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### Writing

W.12.1 a-d –W.12.5– Write arguments...produce clear and coherent writing...develop and strengthen through the process of revision

W.12.9a/b – Draw evidence from literary or informational texts to support analysis

W.12.10 – Write routinely over extended time frames

### Language

L.12.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.12.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.12.3 -Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L. 12.4 -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.12.5 -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.12.6 -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.

### Literature to be used:

- *Kaffir Boy* by Mark Mathabane
- Historical Selections/Seminal Texts
  - “The Four Freedoms” –Franklin Delano Roosevelt
  - “The Declaration of Sentiments” – Elizabeth Cady Stanton
  - “Appeal to Congress for Impartial Suffrage” By Frederick Douglass
- Selections from *Holt McDougal*
- Poetry
  - “Of Old Sat Freedom” by Alfred, Lord Tennyson
  - “Freedom” by Helen Hunt Jackson
  - Self-selected
- Students will also be given some freedom to select essays/ historical documents/ poetry that connect in some way to the idea of freedom.

### Other resources:

- Youtube.com – clips of Mark Mathabane lecturing
- NEH website- for the Emancipation Proclamation as well as other information pertaining to the document
- [www.npr.org](http://www.npr.org) – a radio transcript about the Soweto Uprising in South Africa

### Essential Questions

1. How do you define freedom?

### Enduring Understandings

- The struggle for freedom is universal

<ol style="list-style-type: none"> <li>2. Why is freedom an important value around the globe?</li> <li>3. What forces, internal or external, might restrict our freedoms?</li> <li>4. How is rhetoric, including syntax, diction, and parallel structure, employed to create meaning?</li> <li>5. How are the themes and central purposes of the works revealed?</li> <li>6. What central themes and ideas are shared?</li> <li>7. How do the central ideas build on each other throughout the text?</li> </ol>	<ul style="list-style-type: none"> <li>• Texts have multiple central ideas and different texts can share these ideas</li> <li>• Reading comprehension is not enough; critical analysis is essential to determine the value of the message</li> <li>• Argumentative writing takes debatable topics, makes claims, and supports them with valid reasoning and sufficient evidence</li> </ul>
<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Know...</u></b></p> <ul style="list-style-type: none"> <li>• The definition of rhetoric/rhetorical techniques, parallel structure, central purpose, and other key terms for the unit</li> <li>• How freedom is viewed differently by different genders and cultures</li> <li>• What an autobiography is</li> <li>• What a “seminal American text” is</li> <li>• What an argumentative essay includes – claims and counterclaims</li> </ul>	<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Be Able To...</u></b></p> <ul style="list-style-type: none"> <li>• Conduct research about a country that lacks freedom and write an informative speech <ul style="list-style-type: none"> <li>○ Demonstrate the research process</li> <li>○ Write a thesis statement and topic sentences - as organizational tool for the speech</li> <li>○ Use personal, textual, and researched examples of support in speech</li> </ul> </li> <li>• Analyze the central purpose of <i>Kaffir Boy</i> as well as the documents, short story, and poems that are read <ul style="list-style-type: none"> <li>○ Analyze how poetic devices are used to achieve the central purpose</li> <li>○ Offer textual examples and rhetorical strategies that support purpose</li> </ul> </li> <li>• Write a theme analysis for <i>Kaffir Boy</i>, using blended quotes</li> <li>• Analyze content and the rhetoric used in the seminal texts, specifically for what they say about freedom</li> <li>• Annotate a difficult text (at least one) and draw inferences as they do so</li> <li>• Analyze poems and essays and examine how the poet/author’s choice of syntax, diction, structure impact meaning</li> <li>• Engage in discussion about freedom and its connection to the literature we are reading AND further connect those pieces to the country the student has researched (noting the similarities and differences)</li> </ul>

<p><b><u>Formative/On-Going Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Daily discussions, both student-led and teacher-led</li> <li>• Exit and entrance slips dealing with the day's lesson</li> <li>• Journal prompts, especially connecting the pieces students read to freedom, which will also act as class starters</li> <li>• Reading journal and quizzes over <i>Kaffir Boy</i> and other pieces</li> <li>• Guided group questions</li> <li>• 5-3-1 Work – (Students identify five concepts they understand, three questions that they have over the text, and one strategy to help them improve their understanding of the text)</li> <li>• Quizzes over content vocabulary and reading assignments</li> <li>• Annotation of at least FDR's Four Freedoms speech and possibly Frederick Douglass's piece</li> <li>• Complete TP-Casts and other analysis activities for poems</li> </ul>	<p><b><u>Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• In-class essay about whether or not students are free; they need to make reference to at least two-three texts to define it, find other research to support and/or refute their argument, and include personal examples of support.</li> <li>• Test/ literary analysis over <i>Kaffir</i> and/or other pieces we have read</li> <li>• Speech</li> </ul>
<p><b><u>Instructional strategies to be used</u></b></p> <ul style="list-style-type: none"> <li>• Silent and group reading/ teacher-led “think alouds” with the various texts</li> <li>• Discussion – whole class and group</li> <li>• Lecture and notes</li> <li>• Video clips of Mark Mathabane speaking on his upbringing in South Africa</li> <li>• An NPR broadcast about the Soweto Uprising</li> <li>• The radio broadcast of FDR's speech</li> <li>• Writing process/developing thesis statements and topic sentences as tools for organization</li> <li>• Side-by-side reading journal</li> <li>• Modeling of annotations, outlining, and writing</li> <li>• Vocabulary introduction and practice before and during reading a piece</li> </ul>	
<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Rhetorical strategies <ul style="list-style-type: none"> <li>○ Parallel structure</li> <li>○ Allusion</li> <li>○ Syntax</li> <li>○ Diction</li> </ul> </li> <li>• Autobiography</li> <li>• Theme/central purpose</li> <li>• Irony</li> <li>• Poetic devices/terms <ul style="list-style-type: none"> <li>○ Attitude</li> </ul> </li> </ul>	<p><b><u>Content Vocabulary</u></b></p> <p><i>Kaffir Boy</i> vocabulary</p> <ol style="list-style-type: none"> <li>1. Denunciation</li> <li>2. Tenuous</li> <li>3. Supplication</li> <li>4. Lobola</li> <li>5. Notoriety</li> <li>6. Magnanimity</li> <li>7. Expediency</li> <li>8. Pompously</li> </ol>

<ul style="list-style-type: none"> <li>○ Rhyme and meter</li> <li>○ Speaker of the poem</li> <li>○ Connotation/denotation</li> <li>● Point of view</li> </ul>	<ul style="list-style-type: none"> <li>9. Sanction(ing)</li> <li>10. Fortitude</li> <li>11. Inscrutable</li> <li>12. Admonish(ed)</li> <li>13. Misconstrue</li> <li>14. Contrite</li> <li>15. Voracious</li> <li>16. Lurid</li> <li>17. Recapitulate</li> <li>18. Stupefied</li> <li>19. Henchman</li> <li>20. Unequivocal</li> </ul> <p>“Declaration of Sentiments”</p> <ul style="list-style-type: none"> <li>1. Disfranchisement</li> <li>2. Usurp</li> <li>3. Remuneration</li> <li>4. Chastisement</li> </ul> <p>“Four Freedoms”</p> <ul style="list-style-type: none"> <li>1. Vindicate</li> <li>2. Appeasement</li> <li>3. Antithesis</li> <li>4. Partisanship</li> </ul> <p>“Appeal to Congress for Impartial Suffrage”</p> <ul style="list-style-type: none"> <li>1. Weal</li> <li>2. Morose</li> <li>3. Misanthropic</li> <li>4. Vehemence</li> </ul>
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**Unit Summary:**

This unit will focus on the themes of disillusionment and despair and how events, both real and imagined, can lead to despair and disillusionment. Students will be asked to examine despair and disillusionment throughout several major pieces, including *Antigone*, *The Great Gatsby*, and *Hamlet*, as well as in short stories, essays, and historical accounts. In this unit, students will study methods of characterization, plot structure for different types of dramas (Sophocles and Shakespeare) as well as importance of creating mood and atmosphere in a piece. Students will complete a number of writing assignments, including a literary analysis, a characterization essay, and a compare/contrast essay over style, motifs, etc.

**Title of Unit:**

Disillusionment

**Subject:**

English 12 B

**Common Core State Standards****Reading Literature:**

**R.L.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 where the text leaves matters uncertain.**

**R.L.12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (incl. character, setting, etc.).**

**R.L.12.4 – Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone.**

**R.L.12.5 – Analyze how an author’s choice concerning how to structure specific parts of a text contribute to its overall structure and meaning.**

**R.L.12.6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.**

**R.L.12.7 – Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.**

**Speaking & Listening**

**SL.12.1** -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**-SL.12.1a** -Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**-SL.12.1c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**-SL.12.1d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL. 12.2** -Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

**SL. 12.3** -Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.12.4**- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL. 12.6**- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

### Writing

**W.12.1 a-d –W.12.5–** Write arguments...produce clear and coherent writing...develop and strengthen through the process of revision

**W.12.9a/b –** Draw evidence from literary or informational texts to support analysis

**W.12.10 –** Write routinely over extended time frames.

### Language

**L.12.1** -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.12.2** -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.12.3** -Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

**L. 12.4** -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.12.5** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.12.6** -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.

### Literature to be used:

- *Hamlet* by William Shakespeare
- *Antigone* by Sophocles
- *The Great Gatsby* by F. Scott Fitzgerald
- Other selections
  - From Holt McDougal text
- Poetry
  - “Dulce et Decorum est” by Wilfred Owen
  - “To an Athlete Dying Young” by A.E. Houseman
  - “The Man He Killed” by Thomas Hardy
  - “Ballad of Birmingham” by Dudley Randall

### Other resources:

- Hamlet, various film versions
- *The Great Gatsby* (film 2013)
- Clips from youtube for *The Great Gatsby*

<p>o “The Whipping” by Robert Hayden</p>	
<p><b><u>Essential Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What leads to disillusionment (in characters and in the authors of a text)?</li> <li>2. What is a tragic figure, and how are Hamlet, Antigone, Creon, and Jay Gatsby tragic?</li> <li>3. How are disillusionment and despair reflected in each piece?</li> <li>4. How does the structure of a drama or a novel or even a poem contribute to its overall meaning and aesthetic impact?</li> <li>5. How does violence impact a character and his/her disillusionment?</li> <li>6. How do authors’ choices impact the key elements of a story?</li> <li>7. What is meant by the failure of the American dream, and how is this evident in <i>Gatsby</i>, <i>Antigone</i>, and “Winter Dreams”?</li> </ol>	<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Inferences drawn from what the text says and what the text leaves unsaid can be used to support an analysis of the text</li> <li>• Disillusionment impacts fiction and non-fiction</li> <li>• Soliloquies and asides are key to understanding the motivation of characters in a drama</li> <li>• Understanding and analysis of a text requires effort</li> <li>• Understanding characterization methods and character motivation is essential in understanding the theme or central purpose of a work of fiction</li> </ul>
<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Know...</u></b></p> <ul style="list-style-type: none"> <li>• Methods of characterization</li> <li>• The structure of plot, especially of a Shakespeare play</li> <li>• The definition of disillusionment</li> <li>• The definition of foils, motivation, flashback, soliloquy, aside, stage directions, and other key terms connected to the texts</li> <li>• What a drama/tragedy is</li> </ul>	<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Be Able To...</u></b></p> <ul style="list-style-type: none"> <li>• Write at least two literary analyses <ul style="list-style-type: none"> <li>o Demonstrate the writing process (drafting, editing, peer editing, revising)</li> <li>o Write a thesis statement and topic sentences</li> <li>o Use textual examples and quotes</li> </ul> </li> <li>• Explain the central purpose of <i>Hamlet</i>, <i>Antigone</i>, and <i>The Great Gatsby</i> as well as the short stories and poems that are read</li> <li>• Recognize how structure contributes to the overall meaning of the text</li> <li>• Draw inferences from what the text says and does not say, through side-by-side notes.</li> <li>• Analyze the use of setting and weather in establishing mood</li> <li>• Examine how characters interact and determine what those interactions imply about a character</li> <li>• Evaluate different interpretations of various texts, most likely <i>Hamlet</i> and <i>The Great Gatsby</i></li> </ul>
<p><b><u>Formative/On-Going Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Daily discussions</li> </ul>	<p><b><u>Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Literary analyses of at least two works, possibly</li> </ul>

<ul style="list-style-type: none"> <li>○ Whole-class reading and discussion for <i>Antigone</i> and <i>Hamlet</i></li> <li>● Journal prompts, focusing on disillusionment and despair as well as reader reactions to the various pieces</li> <li>● Study/guided questions over <i>Hamlet</i> and <i>Gatsby</i></li> <li>● Guided notes for <i>Antigone</i></li> <li>● 5-3-1 Work, as outlined for Unit 2</li> <li>● Various group assignments and discussions/mini-presentations about the texts</li> <li>● Quizzes over content vocabulary and reading assignments</li> <li>● Complete TP-Casts and other analyzing activities for poems</li> </ul>	<ul style="list-style-type: none"> <li>○ Characterization essay (compare/contrast)</li> <li>○ Theme essay –how disillusionment is reflected in at least three of the works</li> <li>○ An analysis of how a scene or scenes of violence contribute to the meaning of the work as a whole</li> <li>○ Argumentative essay over tragic hero and who is the best tragic hero – Antigone, Creon, Hamlet, or Jay Gatsby</li> <li>○ Poetry Analysis</li> <li>● Test over <i>The Great Gatsby</i> and “Winter Dreams”</li> <li>● Socratic Seminar over <i>Gatsby</i></li> <li>● Test over <i>Hamlet</i> and <i>Antigone</i></li> </ul>
<p><b><u>Instructional strategies to be used</u></b></p> <ul style="list-style-type: none"> <li>● Whole-class reading for <i>Hamlet</i> and <i>Antigone</i></li> <li>● Discussion</li> <li>● Lecture and notes</li> <li>● Watching various clips from different versions of <i>Hamlet</i> and <i>The Great Gatsby</i></li> <li>● Reviewing the writing process</li> <li>● Watching the F. Scott Fitzgerald Biography Channel film to introduce students to his work and life in the 1920s and 30s and its impact on his writing</li> <li>● Vocabulary introduction and practice before reading a piece</li> </ul>	
<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>● Foil</li> <li>● Characterization</li> <li>● Soliloquy</li> <li>● Aside</li> <li>● Theme/central purpose</li> <li>● Motivation</li> <li>● Plot structure – exposition, rising action, climax/turning point, falling action, resolution</li> <li>● Dialogue</li> <li>● Flashback</li> <li>● Figures of speech</li> <li>● Imagery</li> <li>● Point-of-view/ reliability of narrator</li> <li>● A review of poetic devices</li> </ul>	<p><b><u>Content Vocabulary</u></b></p> <p><i>Antigone</i></p> <ol style="list-style-type: none"> <li>lithe</li> <li>sated</li> <li>insolence</li> <li>deference</li> <li>sententiously</li> <li>senile</li> <li>transcend</li> <li>malicious</li> <li>transgress</li> <li>transcends</li> <li>sentry</li> <li>defile</li> <li>piety</li> <li>waver</li> <li>calamity</li> <li>impassively</li> <li>recoil</li> <li>contempt</li> </ol>



	19. lamentation 20. auspicious <i>Hamlet</i> 1. Entreat 2. Harbingers 3. Besmirch 4. Perilous 5. Parley 6. Sepulcher 7. Wanton 8. Malefactions 9. Sullies 10. Sovereign 11. Visage 12. Dowry 13. Clemency 14. Discoursed 15. Shroud 16. Countenanced 17. Garrisoned 18. Obsequies 19. Profane 20. Augury <i>The Great Gatsby</i> and “Winter Dreams” 1. Blatant 2. Ingenuous 3. Supercilious 4. Feign 5. Provincial 6. Complacent 7. Strident 8. Vacuous 9. Valor 10. Obstinate 11. Laudable 12. Desolate 13. Portentous 14. Rancor 15. Irreverent 16. Garrulous 17. Surmise 18. Superfluous 19. Formidable 20. Insidious
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Students will be expected to select a research topic about a work/ works of literature, conduct the research, and complete a works cited page of the sources they use in their research papers (at least seven). In English 12 B students will then complete the actual research paper of no less than seven pages. They may also be asked to present their essay to the class. In the course of this unit, students will learn how to take notes on sources, how to identify and summarize important information, how to cite information in the text of an essay, and how to incorporate quotes into their writing. I will also review what makes a source valid and reliable, especially with websites. Finally, students will be reminded about the dangers of plagiarism. Students will be working on the research periodically throughout the course since the students will also be busy reading, writing, and completing other assignments and assessments.

**Title of Unit:**  
Research Paper

**Subject:**  
English 12 B

### **Common Core State Standards**

#### **Reading Informational Text:**

**RI.12.7** 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.

#### **Writing**

**W.12.4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.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.12.6** – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.12.7** – Conduct...more sustained research projects to answer a 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.

**W.12.8** – 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.

**W.12.10** – Write routinely over extended time frames for a range of tasks, purposes, and audiences.

#### **Speaking & Listening(if time to do presentations)**

**SL.12.1-** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

-**SL.12.1a-** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

-**SL.12.1c-** Propel conversations by posing and responding to questions that probe reasoning

and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**-SL.12.1d** -Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL. 12.2-** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

**SL. 12.3** -Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL.12.4-** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL. 12.6** -Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

**Language:**

**L.12.1** -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.12.2** -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.12.3** -Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

**L. 12.4** -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.12.5** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.12.6** -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.

**Description of each:**

- **Research Paper Requirements:**
  - It must be a “research-worthy” topic connected to a specific piece of literature.
  - It must be at least six pages in length.
  - It must be typed, double-spaced, with one-inch margins and 12-point TNR font.
  - It must include an alphabetized Works Cited page as well as a title page.

**Other resources:**

- Various handouts from class about citations, quoting, and plagiarism
- Internet
- MEL database
- Research paper handbook from Fayette County Schools – found online
- OWL at Purdue

<ul style="list-style-type: none"> <li>○ It must include in-text citations throughout as well as quotations from experts on the research subject.</li> <li>○ It must include an introduction with a thesis statement, a number of body paragraphs with corresponding topic sentences, and a conclusion that succinctly summarizes the main points of the essay.</li> </ul>	
<p><b><u>Essential Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What makes a source valid?</li> <li>2. What is the difference between summarizing the information in a source and evaluating the source?</li> <li>3. What methods should you use and what types of sources should you use to make sure the source is reliable?</li> <li>4. Why do you need to avoid plagiarism?</li> <li>5. How do you avoid plagiarism?</li> <li>6. How do you complete a works cited page and how do you cite sources within the text?</li> <li>7. How do you determine bias in an article, and does bias necessarily make an article invalid?</li> <li>8. How do you incorporate quotes into your essays as support for your thesis?</li> <li>9. Why is organization important to the essay?</li> </ol>	<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Any information in an essay (or other work) that is not the author's own must be cited. If it's not, the author (student) is plagiarizing.</li> <li>● Not every internet site contains reliable information.</li> <li>● While Wikipedia is a place to begin research, it should not be used as research to support any substantial research topic.</li> <li>● The MEL database and other databases found through MEL are good places to start for finding reliable information.</li> <li>● Writing is a process, so multiple drafts of the essay may be required.</li> <li>● All papers, including research papers, must include an introduction with a thesis, body paragraphs with topic sentences, and conclusions that summarize the main points of the essay.</li> <li>● Note-taking helps students organize information and avoid plagiarism.</li> </ul>
<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Know...</u></b></p> <ul style="list-style-type: none"> <li>● The ways to avoid plagiarism</li> <li>● The general format for the annotated bibliography and the outline for the research paper</li> <li>● The difference between evaluating a source and summarizing a source</li> <li>● How and where to find valid and reliable information for their research</li> <li>● How to take notes</li> <li>● That their best possible work occurs after hard work and multiple drafts</li> </ul>	<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Be Able To...</u></b></p> <ul style="list-style-type: none"> <li>● Incorporate quotes into their research paper</li> <li>● Cite properly on the works cited page and within the text of the essay</li> <li>● Summarize and evaluate their sources</li> <li>● Organize their research papers and annotated bibliography properly</li> <li>● Use the MEL database efficiently</li> <li>● Write thoughtful thesis statements and topic sentences</li> <li>● Read a source and determine if it's reliable</li> </ul>

	<ul style="list-style-type: none"> <li>Express themselves clearly and concisely in their writing</li> </ul>
<b><u>Formative/On-Going Assessments</u></b> <ul style="list-style-type: none"> <li>In-class discussions about the research process and the research students are finding (whole and small-group)</li> <li>Drafts of the annotated bibliography for the first two sources</li> <li>Written summaries of sources; written evaluations of sources to see that students understand the difference</li> <li>Working on introduction and thesis statement writing in class; I will walk around and see how students are doing</li> <li>Practice citation exercises and organization exercises</li> <li>Validity and reliability exercises</li> </ul>	<b><u>Summative Assessments</u></b> <ul style="list-style-type: none"> <li>Research Paper (Trimester 2)</li> <li>Presentation of research (Trimester 2- if time allows)</li> </ul>
<b><u>Instructional strategies to be used</u></b> <ol style="list-style-type: none"> <li>Lecture and notes regarding plagiarism, citing in the text, checking the validity of sources, taking notes, incorporating quotes into the research paper</li> <li>Think/Write alouds of sample articles to determine the difference between summarizing and evaluating</li> <li>Small group and whole group discussion about research topics, problems with the process, etc.</li> <li>Journal time to process information learned from the sources</li> <li>Practice citation, organization, and validity exercises</li> </ol>	
<b><u>Academic Vocabulary</u></b> <ol style="list-style-type: none"> <li>Validity</li> <li>Plagiarism</li> <li>Annotated bibliography</li> <li>Citation</li> <li>Evaluation</li> <li>MLA format</li> <li>Works cited page</li> </ol>	<b><u>Content Vocabulary</u></b> -Students will be expected to look up any words they don't understand as they complete their research

**Unit Summary:** This unit contains the topics covered and how they will be covered for the entire English 12 year. Grammar instruction will occur two to three times a week, usually in the form of mini-lessons. Some grammar/mechanics/usage lessons will focus on reviewing topics students should already know, such as parts of speech, subject-verb agreement, types of phrases and clauses, and pronoun-antecedent agreement for indefinite pronouns. Other lessons will reinforce what students have encountered but perhaps have not yet mastered, such as eliminating fragments and run-ons from writing, using parallel structure, and employing correct usage in writing. Some lessons will be specifically designed to meet the needs of students once I have seen their writing. For

example, after reading the students' first essays, I may decide that we need to work on sentence variety, and we will spend some time going over the different ways they can combine sentences. In the unit that follows, I have included what I definitely intend to teach each trimester along with possibilities for what lessons students may need the most.

**Title of Unit:**

Grammar, Mechanics, Sentence Variety, and Usage  
Unit

**Subject:**

English 12

**Common Core State Standards**

**L.12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references.

**L.12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. Observe hyphenation conventions.
- b. Spell correctly.

**L.12.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

- a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Materials to be used:**

- Student writing
- *Writing in the Workplace*
- *Elements of Literature*, fourth edition
- *The St. Martin's Handbook*

**Topics Covered:**

**English 12 A:**

- Review the following topics over the course of the first two to three weeks
  - Parts of speech
  - Verb issues – tense, voice, agreement
  - Pronoun/antecedent agreement
- Reinforce the following concepts following the review
  - Phrase types
  - Clause types
  - Run-on sentences – focusing especially on comma splices
  - Sentence fragments
- Placing phrases and clauses within a sentence, recognizing and correcting dangling and misplaced modifiers. This will help students develop varying syntax.
- Other topics as determined by student writing.

	<p><b><u>English 12 B:</u></b></p> <ul style="list-style-type: none"> <li>• Eliminating wordiness in writing <ul style="list-style-type: none"> <li>○ This issue will be assessed in student writing; students will be expected to eliminate wordiness as much as possible once this topic is addressed.</li> </ul> </li> <li>• Usage errors – students will “resolve issues of complex or contested usage” (CCSS) in their own writing and in practice exercises</li> <li>• Parallel structure <ul style="list-style-type: none"> <li>○ Work on adding parallel structure to specific writing assignments students are assigned. Part of the grade for those assignments will include using parallel structure.</li> </ul> </li> <li>• Other topics determined by student writing.</li> </ul>
<p><b><u>Essential Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What do you see as your biggest problems with grammar, mechanics, usage, and sentence fluency? (question for students to answer)</li> <li>2. Why is it important to recognize errors in your writing?</li> <li>3. How do good grammar, mechanics, usage, and sentence fluency impact your writing? How do poor grammar, mechanics, usage, and sentence fluency impact your writing?</li> <li>4. What are ways/techniques to achieve sentence variety?</li> <li>5. What are strategies for identifying your own problems with grammar, mechanics, usage, and sentence fluency?</li> <li>6. How can you fix run-on sentences and sentence fragments?</li> <li>7. Why should you know parts of a sentence, including subject and verb, as well as phrases and clauses? What are the different types of phrases and clauses?</li> <li>8. What are common usage and spelling errors you make, and how can you fix these errors?</li> </ol>	<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Good grammar, mechanics, sentence fluency, and usage are imperative for good writing.</li> <li>• Sentence variety adds interest to writing and should reflect the audience and purpose for the writing assignment.</li> <li>• An essay or other written assignment for any class or profession that is written with poor grammar, mechanics, and usage can or will have a negative impact on the student or worker.</li> <li>• Even if students do not become masters of grammar, they need to recognize the errors and know where to look to fix errors in their writing.</li> <li>• There are certain strategies that will help students identify the run-ons, fragments, and subject-verb agreement issues in their writing.</li> </ul>
<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Know...</u></b></p>	<p><b>Key knowledge and essential skills acquired as a result of the unit...</b></p> <p><b><u>The Student Will Be Able To...</u></b></p>

<ul style="list-style-type: none"> <li>○ Proper usage</li> <li>○ Types of phrases and clauses and how to incorporate those into their writing</li> <li>○ The parts of speech</li> <li>○ The difference between active and passive voice</li> <li>○ How to identify problems in their own writing</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize errors in their writing</li> <li>● Write complete, varied sentences <ul style="list-style-type: none"> <li>○ No run-ons or fragments</li> <li>○ Use of sentences containing phrases and clauses</li> <li>○ Use of parallel structure</li> </ul> </li> <li>● Use correct verb tense, subject-verb agreement, and pronoun-antecedent agreement</li> <li>● Identify and correct dangling and misplaced modifiers.</li> <li>● Use the resources necessary when they know there is a problem with their writing and are not sure how to fix the problem</li> </ul>
<p><b><u>Formative/On-Going Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Pre and post- quizzes</li> <li>● Caught'ya sentences (grammar and punctuation sentences that retell <i>Twelfth Night</i>)</li> <li>● Exercises that are introduced, begun, and reviewed over the course of two class periods</li> <li>● Students revising their own writing; they will identify the error and fix it on a correction sheet (attached)</li> </ul>	<p><b><u>Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Any piece of writing the student writes! Students' essays will be expected to reflect the lessons and review we have covered in class. Their essays' grades will reflect this as well.</li> </ul>
<p><b><u>Instructional strategies to be used</u></b></p> <ol style="list-style-type: none"> <li>1. Some lecture and note</li> <li>2. Guided questioning in class</li> <li>3. Practice exercises and going over those as a class</li> <li>4. Caught'ya sentences</li> <li>5. Peer editing of essays and writing assignments</li> <li>6. Evaluating their writing and teaching to the errors students make specifically</li> </ol>	
<p><b><u>Academic Vocabulary</u></b></p> <p><i>Students should already know the language for grammar, mechanics, usage, etc.</i></p>	

Formative Assessment Method

Guided Group Questioning

My process:

1. Make a list of 8-10 questions for students to discuss; I try to write thought-provoking, critical thinking questions for students to answer.
2. Put students into groups (either on their own or teacher selected)



3. Have them discuss each question and respond in writing to the questions as well. I make it a requirement for each student's handwriting to be on the paper.
4. Give enough time for students to discuss and answer. Obviously, I walk around during this time to make sure the students are on task and answering the questions.
5. We then discuss each of the questions as a class. Each group is expected to answer at least one of the questions, and we then further discuss answers as a class.
6. I collect the assessment as well and review their responses to make sure they are on the right track.