

CP English 12 - Unit 1

Content Area: **ELA**
Course(s): **English 12**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

College Prep English 12 allows students to discover the power of language - from its early forms of spoken and written English to the more contemporary texts. Students will reflect on and respond to various forms and types of texts and assess the world and their place in it.

Unit	MP	Weeks
Memoir and the Language of Story Telling	1	3
Evolution of English Language	1	5
Tragic Formula and Community	2	4
Individual and Familial Identity	2	4
Money and Power and Corruption	3	3
Language and Power and Corruption	3	5
Individual's Sense of Self, Family, Community, Learning	4	8

Unit Overview

Students will discover how Sophocles' words "An unexamined life is not worth living" guide them and others to lead fulfilling and enriching lives. Students will read and study the memoir genre to investigate how a person's story is relevant. Students will reflect on their own journey and narrate their own growth as an individual.

Enduring Understandings

1. Students will understand how to define themselves by personal history, experiences, and relationships.
2. Students will understand how the world is defined by stories and traditions that shape how we view morals and one another.
3. Students will understand that everyone has a story to tell.
4. Students will understand that stories can be told through many lenses.

Essential Questions

1. How do I define myself?
2. How am I perceived by others?
3. How do I perceive others?
4. How does literature help me define myself as a 21st century student?
5. What can I learn from others and how does it help create who I am?
6. What qualities make someone a good leader and/or hero to a community?

New Jersey Student Learning Standards (No CCS)

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.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.
LA.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).
LA.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. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its

	significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	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.
LA.L.11-12.4	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.

Amistad Integration

The history and contribution of African-Americans will be implemented with specific and individually selected memoir texts.

SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

Interdisciplinary Connections

In connection with the social studies department, students will evaluate memoir texts for bias and cultural implications.

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Themes/Careers

Students will address the skills of clear and effective communication in the college application process.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Financial Literacy Integration

Students will develop an understanding of the financial implications of college and potential job or career. Scholarship opportunities will also be addressed throughout the college application process.

LA.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.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.L.11-12.6	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.
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

Holocaust/Genocide Education

Students will read about prejudice, discrimination, racism, and genocide with specific and individually selected memoir texts. Students will also be guided through revisions of college essay drafts to narrate a journey or response to prejudice, discrimination, racism and personal responsibility.

LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.6	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.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

Instructional Strategies & Learning Activities

- Share memoir summer reading text and discuss what writer and reader learn from experiences.
- Complete "In the Moment" Memoir literacy exercise.

- Brainstorm and participate in personal interview.
- Examine *Time* magazine Ten Questions format and brainstorm questions for self.
- Interpret college essay samples.
- Use prewriting strategies to organize college essay.
- Draft and revise college essay and supplements.
- Large and small group listening.
- Practice sentence writing with partner.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- In class writing of sentences to practice word choice and active voice
- In class discussion of memoir writing
- In class interview
- Six Word Memoir drafting
- Reflection on powerful introduction and conclusion of college essays (examples and discussion)
- THINK-PAIR-SHARE for showing vs telling
- Exit tickets

Summative Assessment

- Summer Reading Memoir Analysis and Reflection

- Ten Question Interview
- College Essay Drafts
- College Essay Final

Benchmark Assessments

Monitor and address student writing and word choice with multiple college essay drafts and feedback.

Alternate Assessments

- Shorten assignment for mastery of content.
- Give directions in small steps or chunks.
- Number and sequence steps in a task.
- Provide visual aids.
- Allow technological assistance with tasks (including audio reading and use of word processing or Grammarly).
- Permit extended time to complete assignments.
- Use pass/fail

Gifted and Talented

- Focus on effort and practice
- Offer choice
- Speak to Student Interests
- Encourage risk taking

Resources & Technology

Resources included student selected memoirs as well as Randy Pausch's *The Last Lecture*.

Technology:

- Common App website
- Promethean Board
- Student handheld mobile devices
- Chromebooks
- Canvas
- Genesis
- Email
- Google docs

BOE Approved Texts

Summer Reading memoirs

Closure

- Students write letters to themselves for end of year return.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Students will raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Students will create a cheat sheet of tips that would be useful for generating college essay topics.
- Have students complete the following sentence: "The college essay is like _____ because _____."
- Ask students to write any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard and teacher.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tasks.
- Allow tests to be taken in a room with few distractions.
- Allow the student to complete an independent project as an alternative.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Stand near the student when giving directions or presenting a lesson.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Pace long-term projects
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data