

Course Name:	English 12 - Finding Myself Through Literature and Writing		
Credits:	1		
Prerequisites:	American Literature or AP Literature and Composition This is a one credit class available to all seniors. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives suitable for submission with college applications, compare and contrast essays, a career based research paper, and a literary analysis. Students will explore who they are, how they influence others, who they aspire to be, and wisdom gained that will be helpful in making appropriate life choices.		
Description:	Common Core Standards		
Academic Standards:	Unit Length:		
Units:	Unit Outcomes:		
Unit One: Identity	Quarter 1	RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Unit Two: Relationships	Quarter 2	RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Unit two has students exploring contemporary short fiction, poetry, and drama dealing with relationships with oneself and others. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a comparative essay looking at author's style and inclusion of literary elements.
Unit Three: Goals and Aspirations	Quarter 3	RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Unit three will focus on career exploration with the inclusion of guest speakers, a written research paper, and a presentation. Students will also be reading and viewing inspirational informational text and film to enhance the theme of goals and aspirations. Students will review and apply knowledge of proper research including MLA research format, parenthetical citations, and complete bibliographies and work cited pages.
Unit Four: Wisdom and Life Lessons	Quarter 4	RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Unit Four will prepare students for launching into the world as adults. Students will participate in small group or partner reading of a novel of choice. They will also be creating a digital presentation of their book, applying what they learned or were able to take away from the novel in the area of life lessons or wisdom. Students will be writing a literary analysis based on their novel choice.
Unit Five: Who I am	Yearlong	All Writing, Speaking and Listening, and Language Standards	Throughout the year students will be focusing on the broad theme "Finding Myself". This project will consist of students creating a "Chapbook" that records the history of who they were, who they are and who they wish to be in their future. Students will have the option of creating digital or paper scrapbooks that include categories, table of contents, photos, journaling etc. These will be presented the week before graduation to peers. This is an independent, outside of class project.

<p>Unit Name: Identity</p> <p>Standards: RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6</p>	<p>Length: Quarter One</p> <p>Outcomes: Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.</p>
<p>Essential Questions: Who am I? Who do I want to become? How can I express these ideas both in spoken and written word?</p>	<p>Learning Targets: By the end of this unit, students will be able to analyze text for author's purpose, understand the difference between autobiography, biography, and memoir, and discuss literature with peers. Students will also study other short autobiographical pieces for tone and purpose. Students will write narratively for the purpose of inclusion on college applications. In addition, students will also be writing a book analysis, complete literature journals, and participate in classroom discussion concerning their book choice.</p>
<p>Topic 1: Reading autobiographies/memoirs both independently and as a large group.</p>	<p>Length: 7 Weeks</p>
<p>Standard(s): RI 11-12.1-6, 10; SL 11-12.1, 5</p>	<p>Academic Vocabulary: autobiography, biography, memoir, tone, audience, chronological order in storytelling</p>
<p>Lesson Frame:</p>	<p>We will: read autobiographical pieces.</p> <p>I will: be able to identify author's purpose, tone, audience and word choice for the purpose of engagement in the art of storytelling.</p>
<p>Lesson Frame:</p>	<p>We will: select autobiographies for individual study.</p> <p>I will: read an autobiography of my choice, journal as I read, discuss my book with peers, and present information to a large group.</p>
<p>Lesson Frame:</p>	<p>We will: write for the purpose of informing others of a topic of study.</p> <p>I will: write a book analysis based on my autobiography choice, integrating text evidence to support my ideas.</p>
<p>Performance Tasks: Students will be evaluated on their reading through one-on-one, small and large group discussion. Journals will be evaluated using a rubric. Book analysis will be evaluated using rubric.</p>	<p>Notes:</p>
<p>Topic 2: Narrative Writing</p>	<p>Length: 2 weeks</p>

Standards: W11-12.3, 4-6, 10; SL 11-12; L11-12.1-6	
Lesson Frame:	We will: write narratively for the purpose of telling a personal story.
Lesson Frame:	I will: choose an event or person that has changed my life and produce a narrative implementing strategies learned while studying autobiographies.
Lesson Frame:	We will: review conventions of narrative writing and the written word.
Lesson Frame:	I will: use proper grammar and conventions in writing.
Lesson Frame:	We will: understand the writing process.
Lesson Frame:	I will: pre-write, draft, edit, and revise a formal piece of writing suitable for submission on a college application.
Performance Tasks:	Notes:
Narratives will be evaluated using a rubric.	

<p>Unit Name: Relationships</p> <p>Standards: RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6</p> <p>Essential Questions: Who is important in my life? How do I influence others? Who has influenced me? How are we all connected?</p>	<p>Length: Quarter 2</p> <p>Outcomes: Unit two has students exploring contemporary short fiction, poetry, and drama dealing with relationships with oneself and others. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a comparative essay looking at author's style and inclusion of literary elements.</p> <p>Learning Targets: At the conclusion of this unit, students will be able to understand and apply knowledge of literary elements. Students will also be able to write for the purpose of informing, analyzing, and comparing two similar works, characters, or elements in literature.</p>
<p>Topic 1: Contemporary Short Fiction</p>	<p>Length: 3 Weeks</p>
<p>Standard(s): RL 11-12.1-7, 10; SL 11-12</p>	<p>Academic Vocabulary: irony, flashback, inference, ambiguity, foreshadowing, allusion, plot structure, internal/external conflict, tone, symbolism, characterization, theme, point of view, mood, tone</p>
<p>Lesson Frame:</p>	<p>We will: read contemporary short fiction for the purpose of identifying literary elements.</p>
<p>Lesson Frame:</p>	<p>I will: identify literary elements applied to fiction and understand author's choice.</p>
<p>Performance Tasks: Students will be evaluated using a formal test on both text comprehension and literary terms. Students will also be evaluated informally on listening and speaking skills through class discussion.</p>	<p>We will: discuss literature in class, employing speaking and listening skills.</p> <p>I will: participate in discussion appropriately and practice listening skills as my peers speak.</p> <p>Notes: Short fiction selections TBA. "Taming of the Shrew"</p>
<p>Topic 2: Compare/Contrast Essay</p> <p>Standards: W11-12.2, 4-6, 10</p>	<p>Length: 2 weeks</p>
<p>Lesson Frame:</p>	<p>We will: review language relevant for the purpose of writing comparatively.</p>
<p>Lesson Frame:</p>	<p>I will: prewrite, draft, revise, and edit a comparative piece using knowledge of style and literary elements.</p>
<p>Lesson Frame:</p>	<p>We will: learn appropriate revising/editing skills.</p>
<p>Performance Tasks: Student writing will be evaluated using a rubric.</p>	<p>I will: work cooperatively to peer edit peer work.</p>
<p>Topic 3: Exploring dramatic literature</p>	<p>Notes:</p> <p>Length: 4 weeks</p>

Standards: RL 11-12.1-6, 10; SL11-12.1	Academic vocabulary: soliloquy, pun, parody, irony, metaphor, symbolism, sonnet, iambic pentameter, other poetic elements
Lesson Frame:	We will: read and understand classic dramatic literature.
Lesson Frame:	I will: read and discuss classic dramatic literature.
Lesson Frame:	We will: review poetic elements used in classic dramatic literature. I will: be able to identify poetic elements used in classical dramatic literature.
Performance Tasks: Student writing will be evaluated using a rubric.	We will: watch contemporary film and compare to classic literature (allusion) I will: recognize key elements presented in contemporary film as it relates to classic literature. Notes: <i>Taming of the Shrew, 10 Things I Hate About You</i>

Unit Name: Goals and Aspirations	Length: Quarter 3
Standards: RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Outcomes: Unit three will focus on career exploration with the inclusion of guest speakers, a written research paper, and a presentation. Students will also be reading and viewing inspirational informational text and film to enhance the theme of goals and aspirations. Students will review and apply knowledge of proper research including MLA research format, parenthetical citations, and complete bibliographies and work cited pages.
Essential Questions: Who do I want to be? How can I get there? How do I plan for my future? How can I learn from others to be successful?	Learning Targets: At the end of this unit, students will be able to analyze, draw conclusions, and develop an opinion based on informational text read regarding influential individuals. Students will focus on career development and will practice listening skills as guest speakers present career information. Students will also employ research skills in order to research a career of interest and will present this information to the class.
Topic 1: Exploring those who inspire/Informational text.	Length: 3 weeks
Standard(s): RI11-12.1-10, SL11-12.1, 5	
Lesson Frame:	We will: read analytically, practicing close reading skills.
Lesson Frame:	I will: read informational text and discuss knowledge gained in relationship to my own experiences.
Lesson Frame:	We will: participate in large group discussion.
Lesson Frame:	I will: practice good listening skills as well as public speaking skills to participate effectively in small and large group discussion.
Lesson Frame:	We will: explore different types of media and understand how each serves a unique purpose.
Lesson Frame:	I will: compare different types of media: literature, film, music and understand the appeal of each type.
Performance Tasks: Students will be evaluated informally on classroom discussion and through exit slips.	Notes:
Topic 2: Career Research Project	Length: 6 weeks
Standards: W11-12.4-10; SL11-12.1, 5; L11-12.1-6	Academic Vocabulary: MLA, source evaluation, parenthetical citation, bibliography, works cited, plagiarism

Lesson Frame:	We will: use information literacy skills to select and research a topic.
Lesson Frame:	I will: choose a career to research and locate materials to support a research paper.
Lesson Frame:	We will: review proper research techniques.
Lesson Frame:	I will: use research skills to write a paper on a chosen career without plagiarizing and using researched information to support my ideas.
Lesson Frame:	We will: understand how to create a multimedia presentation.
Lesson Frame:	I will: present my career research to my peers using a multi-media presentation.
Performance Tasks: Student papers and presentations will be evaluated using rubrics.	Notes: Career Speakers - find in each career cluster

Unit Name: Wisdom	Length: Quarter Four
Standards: RL.11-12.1-10, W.11-12.1, 4-10; SL 11-12.1, 5; L.11-12.1-6	Outcomes: Unit Four will prepare students for launching into the world as adults. Students will participate in small group or partner reading of a novel of choice. They will also be creating a digital presentation of their book, applying what they learned or were able to take away from the novel in the area of life lessons or wisdom. Students will be writing a literary analysis based on their novel choice.
Essential Questions: What can I learn from others? What can I teach others? What can I take with me?	Learning Targets: At the conclusion of this unit, students will be able to apply all ELA standards 11-12 in preparation for graduation. They will be analyzing literature, film, media, informational text, writing analytically, participating in valuable discussion and presenting a final project to their peers.
Topic 1: Exploring fiction for life lessons	Length: 4 weeks
Standard(s): RL 11-12.1-10, SL 11-12	
Lesson Frame:	We will: choose a partner and select a book to read and discuss cooperatively. I will: work cooperatively to read and discuss thematic literature.
Lesson Frame:	We will: look for themes and messages in novels and film.
Lesson Frame:	I will: be able to identify theme and author's message. We will: analyze film for wisdom/ main idea/theme. I will: be able to recognize author's main idea as presented in film.
Performance Tasks: Students will be evaluated using exit slips, classroom discussion, a rubric for journal entries, and a multi-media book trailer	Notes: <i>The 5 People You Meet in Heaven</i> , Various novels with wisdom to share.
Topic 2: Writing to analyze literature	Length 2 weeks
Lesson Frame:	We will: review literary elements.
Lesson Frame:	I will: analyze the author's use of literary elements in fiction writing.
Lesson Frame:	We will: write a formal paper using the writing process. I will: pre-write, draft, edit and revise a formal essay.
Lesson Frame:	We will: master using textual evidence to support ideas in writing. I will: use text evidence appropriately in my writing.
Performance Tasks: Student essays will be evaluated using a rubric.	Notes:
Topic 3: Chapbook Presentations	Length: 1 week
Lesson Frame:	We will use listening and speaking skills to evaluate student projects. I will present my yearlong Chapbook project to my peers and listen as others present their projects.
Performance Tasks: Student chapbooks will be evaluated using the rubric assigned in Quarter 1 with the yearlong project. Students will present these just prior to graduation.	