

SUBJECT AREA: English
GRADE LEVEL: 12th Grade
SEMESTER: Fall/Spring

UNIT TITLE/ESSENTIAL QUESTION(S)	UNIT SKILLS AND CONTENT	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	NEXT GEN./CONTENT STANDARDS
How can authors use the format of short stories to develop complex characters?	Students will work with assigned roles for their story to create a deeper understanding of the text and prepare themselves for the small group and large group discussion of the text.	"Flying Lessons" and other Stories "War Dances" by Sherman Alexie	<p>FORMATIVE Students will first work in small groups to share out the key passages, vocabulary, questions, and connections that they have established.</p> <p>SUMMATIVE After completing the small group discussion students will partner with the other group responsible for the same text and engage in a larger discussion.</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>
What research do I need to complete for my post-secondary plans?	Students will engage in research for either colleges or careers depending on their personal post-secondary plans.	"Post-Secondary Flow Chart" Internet Access for Research Various College Tours Various Trade School Tours Career Research Assignment	<p>FORMATIVE Exit Tickets Post-Secondary Flow Chart Zoom Check-ins</p> <p>SUMMATIVE Students will have the option of completing a college essay for a school that they will be applying to OR complete a career research</p>	11-12W7 Draw evidence from informational texts to support analysis, reflection, and research.

			paper in which they provide information regarding job outlook, salary, necessary schooling, etc.	
What happens when we perceive cultures as “the other”?	Students will read and annotate the article and write about their perceptions of the Nacirema. After the big reveal, students will reexamine the article to find the clues that they have missed and identify the specific rituals that Miner was addressing.	“Body Ritual Among the Nacirema”	<p>FORMATIVE Job Roles All in One Class Discussion</p> <p>SUMMATIVE Students will create their own update to the article in which they discuss a modern ritual while trying to mimic the writing style of Horace Miner.</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12R3 11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p>11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>
How do authors use point of view to enhance narrative structure?	Students will read excerpts from The Things They Carried and view various Vietnam War films to determine how authors and directors use point of view to enhance the narrative structure of their works.	<p>Excerpts from The Things They Carried “The Man He Killed” by Thomas Hardy</p> <p>Excerpts from various Vietnam war films</p>	<p>FORMATIVE Exit Tickets Zoom Check-ins Class Discussion Job Roles All in One POV Assignments</p> <p>SUMMATIVE Students will complete an essay in which they discuss O’Brien’s use of point of view to enhance the narrative structure of the text. The purpose of this task is to strengthen student’s abilities in</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p>

			argumentative writing in preparation for their work in college.	<p>11-12R3 In literary texts, analyze the impact of author’s choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.</p> <p>11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>
<p>What would you March for?</p> <p>“Injustice anywhere is a threat to justice everywhere.”</p>	<p>Students will read and analyze the graphic novel <u>March</u> and explore the activism of John Lewis. They will also consider what modern day issues represent injustice and come up with an action plan.</p>	<p>Introduction to the Civil Rights Era March-graphic novel “Selma” (film)</p>	<p>FORMATIVE Job Roles All in One Introduction to the Civil Rights Era Class Discussions SUMMATIVE Students will develop an action plan for a social justice issue for which they would like to “March”. This will include a description of the issue, an explanation as to its importance, and a list of actions that people of their age can engage in to promote change for this particular issue. Students will then create a presentation to inform others about the importance of their chosen topic.</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and</p>

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What would you miss? What parts of society are worth saving?	Students will use the anchor text to examine a representation of life in a post-apocalyptic world. This analysis of the text and specifically the Traveling Symphony will lead back to the essential questions that guide the unit.	Station Eleven Emily St. John Mandel Star Trek Voyager Season 6 Ep. 2 Excerpts from various post-apocalyptic films and television series	FORMATIVE Exit Tickets Zoom Check-ins Class Discussion Job Roles All in One SUMMATIVE Students will be given a Tic-Tac-Toe style option sheet in which they must complete 3 of the various project options.	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others. 11-12W4
Teenage Issues	Students will use The Perks of Being a Wallflower as an anchor text to help them explore issues that affect the teenage characters in the book as well as in today's modern world.	The Perks of Being a Wallflower by Stephen Chbosky Film Version Assorted non-fiction articles regarding teen pregnancy , drug/alcohol addiction , healthy relationships , homosexuality, and sexual abuse	FORMATIVE Exit Tickets Zoom Check-ins Class Discussion Job Roles All in One SUMMATIVE Students will write a series of letters in the style of Charlie in which they address current issues that teens are dealing with. They will then write a response letter in which they provide advice to their own letter.	11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. 11-12R7 Integrate and evaluate multiple sources

				<p>of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>11-12SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>11-12W4 Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p>
<p>Why do the themes of Shakespeare still resonate with audiences over a hundred years later?</p>	<p>Students will read Hamlet and examine various productions of the play throughout the years. Through an in depth character analysis</p>	<p>Hamlet by Shakespeare Various productions of the play including Kenneth Brannagh and Mel Gibson <i>The Lion King</i></p>	<p>SUMMATIVE Students will have the option to perform a portion of a scene from the original play OR to create a new take/modernized version of the original text.</p>	<p>11-12R1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p> <p>11-12R7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p>

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*Based on student response and reaction there may be changes made to this document at a later time.