



UTICA COMMUNITY SCHOOLS

Course Title: English 12

Course Content Expectations:

Part I: The Power of Story

Big Ideas: Power of Story, Dignity, Integrity, Self-respect, Determination, Power through conviction, Responsibility, Innovation.

Theme Statement: *Leaders use story to transcend current reality, making their messages memorable.*

Text: *Their Eyes Were Watching God / Things Fall Apart* and other works

Students will create and collect from the following suggested assignments:

- Persuasive essay
- College Admissions Essay
- Writing samples (demonstrations of writing to access prior knowledge, writing to learn, writing to demonstrate learning, and ability to read critically—e.g. what does the text say? /How does it say it? /What does it mean? /So what?)
- Research and create an annotated bibliography
- Reading political cartoons
- Research an author of magical realism and create a digital story

Writing Assessments:

- Write a poetry analysis
- Demonstrate comprehension of text by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Demonstrate critical thinking by answering the following question about an interview, a speech, and/or elegy: *What does the text say? /How does it say it? /What does it mean? /So what?*

Understand and recognize characteristics of

- Short story
- Historical fiction
- Magical realism
- Magazine / Newspaper

- Feature articles
- Interviews
- College application essay
- Information text (read for historical perspective)
- Biographical sketch

Understand the use and effect of literary elements

- Plot, setting, conflict (internal/external)
- Theme
- Mood
- Tone
- Style
- Characterization
- Author's purpose

Be able to define and recognize literary devices

- Irony
- Use of repetition and rhyme
- Figurative language
- Imagery
- Symbolism
- Metaphor / simile
- Implied meaning

Understand and be able to discuss historical/cultural

- Historical, political, and cultural themes (apply to the lives of authors and artists)

Understand and be able to discuss language variety and use

- Standard English
- Dialect, Slang, Jargon

Know and be able to identify expository elements

- Thesis
- Supporting ideas
- Facts and details
- Chronology
- Explanation
- Procedures
- Author's perspective

Be able to identify organizational patterns

- Fact/opinion
- Cause/effect
- Theory/evidence
- Statements/Arguments

Ongoing Literacy Development

- **Vocabulary** (Determine definition from context. Acquire a sense of language patterns. Build an academic vocabulary)
- **Grammar skills** (Choose words to match style/tone. Apply parts of speech correctly. Understand and use sentence structure and elements providing variety, fluency and flow. Use editing conventions: correct subject-verb agreement, pronoun agreement, idiom, and possessive and apostrophe usage.)
- **Reading Strategies** (Identify purpose; preview text; understand and then analyze; make annotations; identify thesis, evidence, structure, style, and organization; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension.)
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; make language choices appropriate to purpose and audience).

Part 2: Shared Leadership and the responsibility of the electorate

Big Ideas: Decision Making Process; Action/Inaction; Consequences

Theme Statement: *When leadership is shared, its positive effects expand exponentially.*

Text: *Animal Farm* and other literature

Students will create and collect from the following suggested assignments:

- Persuasive Essay
- Scholarship Essay
- Resume
- Writing samples (Demonstrations of writing to access prior knowledge, writing to learn, writing to demonstrate learning, and ability to read critically—e.g. what does the text say? /How does it say it? /What does it mean? /So what?)
- Research a postmodern artist and create a PowerPoint

Writing Assessments:

- Read various genres (feature story and interview/article).
- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a persuasive essay.

Know and be able to discuss/write about literary movements

- Poetry
- Fable
- Allegory
- Dystopian fiction

- Magazine feature
- Resume
- Scholarship essay
- Information text (read for historical perspective)
- Biographical sketch
- Book review

Be able to define and recognize literary elements

- Plot
- Setting
- Conflict (internal/external)
- Tone
- Mood,
- Style
- Characterization
- Author's purpose

Be able to define and recognize literary devices

- Irony
- Use of repetition and rhyme
- Figurative language
- Imagery
- Symbolism
- Metaphor / simile
- Implied meanings

Recognize and be able to identify expository elements

- Thesis
- Supporting ideas
- Facts and details
- Explanation
- Procedures
- Multiple concepts
- Author's perspective

Be able to identify organizational patterns

- Fact/opinion
- Cause/effect
- Theory/evidence
- Statements/arguments

Understand and discuss critical perspectives

- Historical and political and cultural themes applied to the lives of authors and artists

Ongoing Literacy Development

- **Vocabulary** (Determine definition from context. Acquire a sense of language patterns. Build an academic vocabulary.)
- **Grammar skills** (choose words to match style/tone; apply parts of speech correctly; understand and use sentence structure and elements providing variety, fluency, and flow; use editing conventions; correct subject-verb agreement; pronoun agreement; and apostrophe usage).
- **Reading Strategies** (Identify purpose; preview text; understand and then analyze text; make annotations; identify thesis, evidence, structure, style, and organization; ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension.)
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing. Make language choices appropriate to purpose and audience.)

Part 3: Balance of Power: Leadership for the American Dream

Big Ideas: The American Dream, Social mobility, Influence of class.

Theme Statement: *American Dream success stories continue to shape and inspire.*

Text: *The Great Gatsby and The Grapes of Wrath*

Students will create and collect from the following suggested assignments:

- Comparison/contrast essay
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say?/How does it say it?/What does it mean?/So what?*)
- Write a paper regarding their reaction to technology
- Research a bio-ethical issue

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a comparison/contrast essay
- Research a bio-ethical issue and argue for or against it

Understand and recognize the literary elements and devices

- Narrative text
- Informational text

Be able to define and recognize literary elements

- Poetry
- Science Fiction
- Enlightenment and Romantic literature
- Newspaper
- Informational text providing historical perspective

Be able to define and recognize literary devices

- Plot, Setting, conflict (internal/external) Theme
- Mood
- Tone
- Style
- Characterization
- Author's purpose
- Elements of science fiction

Understand the historical/cultural importance

- Historical background of Tudor England
- Decisions based on time period

Recognize and discuss expository elements

- Thesis
- Supporting ideas
- Examples
- Writer's tone
- Facts and details
- Explanation
- Procedures
- Author's perspective

Recognize and discuss organizational patterns

- Question/answer
- Compare/contrast
- Definition with explanation
- Fact / opinion
- Cause / effect
- Theory / evidence
- Statements / arguments

Ongoing Literacy Development

- **Vocabulary** (Determine definition from context. Acquire a sense of language patterns. Build an academic vocabulary. Use roots, prefixes, suffixes, and content to examine the dynamic nature of language.)
- **Grammar skills** (Choose words to match style and tone. Apply parts of speech correctly. Understand and use sentence structure and elements providing

variety, fluency and flow. Use editing conventions: correct subject-verb agreement, idiom, possessive, and apostrophe usage.)

- **Reading Strategies** (Identify purpose; preview text. Understand and then analyze. Make annotations. Identify thesis, evidence, structure, style, and organization.)
- **Writing strategies** (Use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing. Make language choices appropriate to purpose and audience.)
- **Research** (Use the research process—to research the American Dream and create a pod cast.)

Part 4: The DNA of Survival: Contemporary World Literature of the 20th Century

Big Ideas: Survival, Resourcefulness, Adaptation.

Theme Statement: *The DNA of survival includes the ability to adapt.*

Text: *Night and other works*

Students will create and collect from the following suggested assignments:

- Comparison/contrast essay
- Viewing: Photographs
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically
- Writing / analysis: poetry
- Writing / reflection: Internment victims
- Research: World War II interviews

Writing Assessments:

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Analyze a poem

Understand literary elements and devices:

- Autobiography
- Twentieth Century World Literature
- On-line science article
- Informational text providing historical perspective

Know and recognize literary elements

- Plot
- Setting
- Conflict (internal/external)
- Theme

- Conflicts (internal and external)
- Mood
- Tone
- Style
- Characterization
- Authors purpose
- Elements of autobiography

Know, recognize and use literary devices:

- Figurative language
- Imagery
- Symbolism
- Metaphor / simile

Understand and discuss the historical/cultural relevance

- Historical background: the Holocaust
- Decisions based on time period

Understand, recognize and use organizational patterns

- Fact / opinion
- Cause / effect
- Theory / evidence
- Statements / arguments

Understand critical perspectives

- Perception /optimism
- Examine potential for survival

Ongoing Literacy Development

- **Vocabulary** (Determine definition from context. Acquire a sense of language patters. Build academic vocabulary. Understand the appropriate uses/implications of causal or informal languages vs. professional language. Use roots, prefixes, suffixes, and content to examine the dynamic nature of language.)
- **Grammar skills** (Choose words to match style/tone. Apply parts of speech correctly. Understand and use sentence structure and elements providing variety, fluency, and flow. Use editing conventions: correct subject-verb agreement, pronoun agreement, idiom, possessive, and apostrophe usage.)
- **Reading Strategies** (Identify purpose; preview text; analyze the text for main ideas, author's approach, supporting details; and sequential, comparative, and cause / effect relationships. Identify thesis, evidence, structure, style, and organization. Ask questions, visualize, make connections, determine importance, summarize, infer, synthesize, and monitor comprehension.)
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing.)