



English 12 College Prep

Course Information

Grade(s):	12
Discipline/Course:	English
Course Title:	English 12 College Prep
Prerequisite(s):	English 11 College Prep, English 11 Honors, AP Language
Course Description: <i>Program of Studies</i>	<p>English 12 College Prep offers students a chance to explore philosophical concepts evident in literature and in the modern world. Through the examination of classical and contemporary texts, students will consider the function of art and evaluate concepts such as truth, evil, ethics, and cultural myths as relevant to the human condition. Students will foster their critical and interpretive skills through personal response to literature and reader response-based writing, which sets the foundation for subsequent analytical writing. Additionally, the study of critical theory will expand students’ capacity to analyze, discuss, and write about literature. This course is an intellectual and philosophical inquiry that is driven by the question, <i>what makes a meaningful life?</i></p> <p>In addition to frequent informal writing assignments, students will produce on-demand writing pieces, processed literary analysis essays, multimodal pieces or presentations, narrative essays, graded discussions (Socratic seminar, fishbowl, etc.) and written responses, transdisciplinary or extra-curricular works of choice, and written portfolio reflections. Students will also engage in various research and inquiry experiences.</p> <p>Students in English 12 College Prep will read at least five of the books on the list of resources, including at least one text from the challenging list, and at least one of these texts will be used in each of the four thematic units. In addition, all students will read <i>Man’s Search For Meaning</i> by Viktor Frankl. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.</p>
Course Essential	<ul style="list-style-type: none"> • How do I define who I am?

Questions:	<ul style="list-style-type: none"> ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● How does language work? ● How do I develop my writer’s voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● I shape and define my identity through interactions with others as well as the stories and artifacts of society. ● Change is the only way to progress. ● Our environment is intricately connected to happiness and well-being; without a stable and healthy environment, an individual will suffer and fail to progress. ● When I read, hear, or view content presented in the world, I must do so with a critical mind and a set of skills that will help me determine the credibility of the information. ● Human relationships are what keep us tethered to the world and encourage us to abide by the social contract. ● People need a community to feel safe and happy; communities are essential for human progress. ● Stories contain all of human endeavors and challenges; they reveal what is important to a group or community. ● If we never experience conflict, there is nothing to overcome; conflict is essential for reflecting and growing. ● Language builds bridges between people, but it can also build walls; people need to recognize the power of words and act accordingly. ● To develop my own unique writer’s voice, I will need to engage consistently in authentic writing experiences and experiment with various strategies until I find what works for me.

	<ul style="list-style-type: none"> ● skilled readers challenge themselves with increasingly more complicated texts while also adopting active strategies that will allow them to attend fully to the text at hand. ● Collaborative conversations require agreed-upon protocols, a willingness to set aside preconceived notions and biases, and a commitment to respecting every individual participant. ● I will present my findings and conclusions using the format, tools, and structure that most respond to the needs of the audience.
Duration: Credit:	One year 1 credit
Course Materials/Resources:	See the list below of text selections for units of study. Please know that in addition to the major texts listed below, teachers will incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to engage students and enhance their understanding of language, literature, and life. Each year, teachers of this course will identify an additional common text to be read by all students.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Synthesizing and Evaluating ● Conveying Ideas ● Creating and Constructing
Year at a Glance (Units)	<ul style="list-style-type: none"> ● The Portfolio <ul style="list-style-type: none"> ○ How has my writing voice grown, evolved, developed? ○ How has my reading interpretive ability grown, evolved, developed? ○ How have I grown, evolved, developed in my ability to collaborate in discussion to deepen my understanding? ● Unit 1: The Power of Story: Inspiring Passion, Purpose, and Finding Meaning ● Unit 2: A Life of Meaning ● Unit 3: Discovering and Discerning Reality ● Unit 4: The Evolving Self

Resources:

Please know that in addition to the listed texts, teachers will incorporate poetry, short stories, nonfiction, film, art, and other

supplemental materials to engage students and enhance their understanding of language, literature, and life. Students will also engage in independent reading, book clubs, and reading experiences across the curriculum.

Challenging Texts

A Little History of Philosophy by Nigel Warbuton (21st century British nonfiction)
A Doll's House by Henrik Ibsen (19th century Norwegian drama)
Beloved by Toni Morrison (20th century African-American fiction)
Crime and Punishment by Fyodor Dostoevsky (19th century Russian fiction)
For The Time Being by Annie Dillard (20th century American nonfiction)
Hamlet by William Shakespeare (17th century British drama)
Heart of Darkness by Joseph Conrad (19th century British fiction)
Into the Wild by Jon Krakauer (20th century American nonfiction)
King Lear by William Shakespeare (17th century British drama)
Frankenstein by Mary Shelley (19th century British fiction)
Man's Search For Meaning by Viktor Frankl (20th century Austrian nonfiction)
Metamorphosis and Other Stories by Franz Kafka (20th century German fiction)
Oedipus Rex by Sophocles (ancient Greek drama)
One Flew Over the Cuckoo's Nest by Ken Kesey (20th century American fiction)
One Hundred Years of Solitude by Gabriel Garcia Marquez (20th century Colombian fiction)
Othello by William Shakespeare (17th century British drama)
Portrait of the Artist as a Young Man by James Joyce (20th century Irish fiction)
Rosencrantz and Guildenstern Are Dead by Tom Stoppard (20th century British drama)
Six Great Ideas by Mortimer J. Adler (20th century American nonfiction)
The Picture of Dorian Gray by Oscar Wilde (19th century Irish fiction)
The Myth of Sisyphus and Other Essays by Albert Camus (20th century French nonfiction)
The Sound and the Fury by William Faulkner (20th century American fiction)
The Stranger by Albert Camus (20th century French fiction)
The Taming of the Shrew by William Shakespeare (16th century British drama)
The Tempest by William Shakespeare (17th century British drama)
To The Lighthouse by Virginia Woolf (20th century British fiction)

Grade-Level Texts
<p><i>A Room of One's Own</i> by Virginia Woolf (20th century British fiction)</p> <p><i>Beautiful Boy</i> by David Sheff (21st century American nonfiction)</p> <p><i>Letters to a Young Poet</i> by Rainer Maria Rilke (20th century Bohemian-Austrian poetry)</p> <p><i>Siddhartha</i> by Hermann Hesse (20th century German fiction)</p> <p><i>The Bell Jar</i> by Sylvia Plath (20th century American fiction)</p> <p><i>The Skin of our Teeth</i> by Thornton Wilder (20th century American drama)</p> <p><i>Waiting for Godot</i> by Samuel Beckett (20th century Irish drama)</p> <p><i>Dew Breaker</i> by Edwidge Danticat (21st century Haitian fiction)</p> <p><i>Long Day's Journey Into Night</i>, by Eugene O'Neill (20th century American drama)</p> <p><i>Our Town</i> by Thornton Wilder (20th century American drama)</p> <p><i>The Death of Ivan Ilyich</i> by Leo Tolstoy (19th century Russian fiction)</p> <p><i>The Other Wes Moore</i> by Wes Moore (21st century American nonfiction)</p> <p><i>The Sun Also Rises</i> by Ernest Hemingway (20th century American fiction)</p>

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Year
Resource(s):	<u>English Portfolio Directions</u>

Unit Overview:	<p>The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.</p>
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>Writing:</p> <p>W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

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.

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).

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.

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.

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.)

W.11-12.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 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.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, and audiences.

Language:

	<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2.a Observe hyphenation conventions.</p> <p>L.11-12.2.b Spell correctly.</p> <p>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.</p> <p>L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth.

	<ul style="list-style-type: none"> ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I’ve achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking

Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ● Use a colon to introduce a list or quotation. ● 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.
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Unit Title:	Unit 1: The Power of Story: Inspiring Passion, Purpose, and Finding Meaning
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Beautiful Boy</i> by David Sheff ● <i>Into The Wild</i> by Jon Krakauer ● <i>Man's Search For Meaning</i> by Viktor Frankl (will be read by all students)
Unit Overview:	<p>This unit explores story as a basic principle of the mind and guides students to an understanding of how one story helps make sense of another. The stories we hear and the stories we tell shape who we are and who we become. Through a critical evaluation and exploration of story in various formats, students will come to understand story as an art form. Through the study of literature, students will be guided in developing their own voices through language and ultimately begin to consider the power of story in their own lives.</p> <p>Throughout their reading experiences, students will analyze the impact of the author's choices regarding the development of literary elements, including setting, plot, and characterization. This knowledge will influence their own story techniques and choices as students engage in the writing of narratives to share either real or imagined experiences. Students will also demonstrate their ability to use language effectively through various small group and whole-class discussions.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Standard(s):	<p>Reading 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).</p> <p>Writing W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Speaking and Listening SL.11-12.1 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.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● Why do we tell stories? ● What is the power of language? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Human beings tell stories to share cultural and individual values and convey a larger message about the human experience. ● Language wields power in its ability to communicate human experiences in a specific and purposeful way. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Structure and characteristics of memoir ● Structure and characteristics of narrative writing ● Fictional story structures ● Elements and structures of poetry ● Author’s choice 	<ul style="list-style-type: none"> ● Recognize the characteristics of memoir, other narrative writing, fiction, and poetry ● Evaluate the structure of memoir, other narrative writing, fiction, and poetry ● Analyze the author’s choices regarding how to develop elements of a story

Writing	<ul style="list-style-type: none"> ● Narrative writing techniques, including dialogue, pacing, description, and reflection ● Precision of language ● Sensory language 	<ul style="list-style-type: none"> ● Develop narrative techniques in writing, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Speaking and Listening	<ul style="list-style-type: none"> ● Discussion protocols and expectations 	<ul style="list-style-type: none"> ● Collaborate with peers in a variety of discussions

Unit Title:	Unit 2: A Life of Meaning
Duration:	One quarter
Resource(s):	<p>Core Texts:</p> <p>See the list of resources above for all additional available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Siddhartha</i> by Hermann Hesse ● <i>The Death of Ivan Ilyich</i> by Leo Tolstoy ● <i>The Other Wes Moore</i> by Wes Moore ● <i>The Power of One</i> by Bryce Courtenay ● <i>The Dew Breaker</i> Edwidge Danticant
Unit Overview:	<p>This unit emphasizes meaning and purpose in the lives of human beings. Through literature (both fiction and non-fiction) that focuses specifically on how individuals find meaning in life, students bear witness to ordinary people transforming into extraordinary individuals who build character through overcoming adversity. Their examples of overcoming life’s obstacles will hopefully prompt students to consider how they may live lives that inspire others.</p> <p>As students explore the concepts of overcoming obstacles and creating meaningful lives, they will examine how such themes develop through multiple stories. Tracing the development of these themes will allow for greater comprehension as well as the opportunity to create a more objective summary of each text. Students will continue their writing development as they work on the introduction and support of sophisticated and precise claims.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building</p>

	background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.
Standard(s):	<p>Reading</p> <p>RL & RI.11-12.1 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</p> <p>RL & RI.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</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>Writing</p> <p>W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence</p> <p>W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <p>W.11-12.1.d Use precise language, domain specific vocabulary, and techniques such as metaphor,</p>

	<p>simile and analogy to manage the complexity of the topic</p> <p>W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Speaking and Listening</p> <p>SL.11-12.1 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</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What does it mean <i>to live</i>? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Through action, thought, and mindset, human beings are offered the choice to live meaningfully as opposed to simply existing. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • Tenets of Existentialism • philosophical theory relevant to texts studied • literary conventions and/or relevant historical context to access texts studied (as applicable) • text structure and other literary elements 	<ul style="list-style-type: none"> • Use relevant critical theories to analyze texts studied • Analyze how literary elements/devices contribute to theme/meaning of a text

Writing	<ul style="list-style-type: none"> ● Characteristics and structure of argument writing ● Characteristics and structure of informative or explanatory writing ● Evaluation of textual evidence 	<ul style="list-style-type: none"> ● Synthesize several sources to support a claim ● Integrate textual evidence into writing to support interpretations of a text ● Develop a thesis with distinct supporting ideas ● Evaluate supporting evidence (both quality and quantity; block quotations)
Speaking and Listening	<ul style="list-style-type: none"> ● Discussion protocols and expectations ● Expansion of ideas 	<ul style="list-style-type: none"> ● Participate in collaborative discussions with peers ● Build on each other's ideas

Unit Title:	Unit 3: Discovering and Discerning Reality
Duration:	One quarter
Resource(s):	<p>Core Texts:</p> <p>See the list of resources above for all additional available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Frankenstein</i> by Mary Shelley ● <i>One Flew Over the Cuckoo's Nest</i> by Ken Kesey ● <i>The Stranger</i> Albert Camus ● <i>Waiting for Godot</i> Thomas Beckett ● <i>Our Town</i> Thornton Wilder ● <i>Othello</i> by William Shakespeare
Unit Overview:	<p>This unit takes a philosophical and psychological approach to the study of literature, focusing on existential questions. Students will be encouraged to question what they know to be true and to be aware of what factors help them to discover truth, such as personal experience, environment, education, family, culture, etc.</p> <p>Then, students will begin to question their own understanding of truth and further examine other "sources" of truth. When students employ an open mind and consider other possibilities, they will expand their notion and understanding of truth.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Standard(s):	<p>Reading</p> <p>RL & RI.11-12.1 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</p> <p>RI.11-12.7 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</p> <p>Writing</p> <p>W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.11-12.5 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</p> <p>W.11-12.6 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</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated 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</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in</p>
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	<p>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</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Speaking and Listening</p> <p>SL.11-12.2 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 any discrepancies among the data</p> <p>SL.11-12.4 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</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do we know what we know? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • People in general must realize the subjective and complex nature of truth and be able to communicate that they recognize how information can be manipulated and must be questioned in order to discern what is factual information and develop their own personal truths. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Philosophical theory relevant to texts studied ● Necessary literary and rhetorical conventions and/or relevant historical context to access texts studied ● Elements of tragedy (classical, Shakespearean, or modern) 	<ul style="list-style-type: none"> ● Use relevant critical theories to analyze texts studied ● Analyze how literary elements/devices contribute to theme/meaning of a text
Writing	<ul style="list-style-type: none"> ● Research and evaluation skills ● Characteristics and structure of informative or explanatory writing ● Steps in the writing process 	<ul style="list-style-type: none"> ● Conduct research and evaluate sources ● Write informative or explanatory texts ● Use the full writing process
Speaking and Listening	<ul style="list-style-type: none"> ● Presentation skills ● Technology to enhance presentations ● Audience and purpose 	<ul style="list-style-type: none"> ● Integrate multiple modalities to convey information in an original way ● Present information appropriate for audience and purpose

Unit Title:	Unit 4: The Evolving Self
Duration:	Term 4 One quarter
Resource(s):	<p>Core Texts:</p> <p>See the list of resources above for all additional available book selections. The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>A Doll's House</i> by Henrik Ibsen ● <i>The Power of One</i> by Bryce Courtenay ● <i>Hamlet</i> by William Shakespeare ● <i>Oedipus Rex</i> by Sophocles

Unit Overview:	<p>This unit serves as the culmination of ideas explored throughout the year. Students will be encouraged to internalize these abstract concepts and apply them to their own concept of self. Students will continue to examine what factors determine one’s ability to maintain integrity and balance in their lives and begin to question what responsibilities individuals have toward themselves, toward those in their lives, and toward the society of which they are a part. The hope is that students will realize self is constantly evolving as a result of the journey of the human experience.</p> <p>In this final unit of their high school English experience, students will further hone their reflective abilities as they engage in a number of writing experiences about their own lives and their membership in a larger community. Beyond the reading and writing experiences, students will demonstrate their ability to participate in collaborative conversations and formal discussions with the approach of civil, democratic discourse.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading R.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently</p> <p>Writing W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Speaking and Listening SL.11-12.1 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</p>

	<p>SL.11-12.1a 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</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p>SL.11-12.1c 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</p> <p>SL.11-12.1d 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</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do we know who we are? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • The enriching experience of discussion and communicating the ideas of others provides people with choices in thinking that can help them feel in control of their lives and gain clarity on their responsibilities to themselves, others, and their communities; all of which contribute to the development of a healthy identity. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • Comprehension of a variety of works of literature at the high end of the 11-12 text-complexity band 	<ul style="list-style-type: none"> • Read fluently and comprehend a variety of texts
Writing	<ul style="list-style-type: none"> • Reflection writing 	<ul style="list-style-type: none"> • Reflect on how their learning has been enhanced as a result of discussion

Speaking and Listening	<ul style="list-style-type: none"> ● Socratic method ● Active listening strategies ● Civil discourse strategies 	<ul style="list-style-type: none"> ● Collaborate in groups ● Actively listen to one another to participate with thoughtful, original, reasoned comments ● Communicate verbally effectively and positively ● Demonstrate the respect for discussion as collaboration and the balanced exchange of ideas
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