

Section 1: CORE UNITS

\*Core Units will run concurrently

<b>Grade, Subject:</b> 12, English	<b>Strand (Unit):</b> Communication (Writing)
<b>Big Idea:</b> Effective writers use a variety of skills and tools to craft writing that communicates clearly, engages audiences, and achieves a specific purpose.	
<b>PA Core Standards:</b> <ul style="list-style-type: none"><li>● <b>CC.1.4.11</b> Write informative/explanatory texts to examine and convey complex ideas, concepts and information.</li><li>● <b>CC.1.4.11</b> Write with a sharp, distinct focus identifying topic, task, and audience.</li><li>● <b>CC.1.4.11</b> Develop and analyze the topic thoroughly by selecting the most significant and relevant acts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aid comprehension.</li><li>● <b>CC.1.2.11-12.J:</b> 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.</li><li>● <b>CC.1.4.11-12.E:</b> Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li><li>● <b>CC.1.4.11-12.F:</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li><li>● <b>CC.1.4.11-12.G:</b> Write arguments to support claims in an analysis of substantive topics.</li><li>● <b>CC.1.4.11-12.H:</b> Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</li><li>● <b>CC.1.4.11-12.J:</b> Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</li><li>● <b>CC.1.4.11-12.S:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</li><li>● <b>CC.1.4.11-12.T:</b> 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.</li><li>● <b>CC.1.4.11-12.U:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</li></ul> <b>PA Career Standards:</b> <ul style="list-style-type: none"><li>● <b>13.2.11.C:</b> Develop and assemble, for career portfolio placement, career acquisition documents.</li><li>● <b>13.2.11.D:</b> Analyze, revise, and apply an individualized career portfolio to chosen career path.</li></ul>	

<p><b><u>Essential Questions:</u></b></p> <ol style="list-style-type: none"><li>1. How can we consider audience and purpose when crafting communication?</li><li>2. What are the basic tenets of good communication?</li><li>3. How can I convey information clearly and accurately?</li><li>4. How can I write with a sharp, distinct focus?</li><li>5. How can I organize complex ideas, concepts, and information?</li><li>6. How can my vocabulary, language, and grammar impact my efficacy?</li><li>7. How can I use narrative techniques like dialogue, description, reflection, and plot line?</li></ol>	<p><b><u>Concepts/Understandings (SWKT . . .):</u></b></p> <ol style="list-style-type: none"><li>1. Effective communication connects audience and purpose.</li><li>2. Good communication synthesizes clarity, focus, and purpose.</li><li>3. They can convey information clearly and accurately through organization, revision, analysis, and synthesis.</li><li>4. Writing with a sharp, distinct focus requires design and effective word choice.</li><li>5. They can organize complex ideas, concepts, and information with purposeful design using evidence and flow.</li><li>6. Vocabulary, language, and grammar strongly impact efficacy due to audience perception.</li><li>7. They can use narrative techniques like dialogue, description, reflection, and plot line to create and craft thoughtful narratives.</li></ol>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Tone</li><li>● Narrative Techniques</li><li>● Audience</li><li>● Bias</li><li>● Plot terms</li></ul>	<p><b><u>Competencies/Skills (SW...):</u></b></p> <p>Students will be able to...</p> <ol style="list-style-type: none"><li>1. Create several clear and concise pieces of communication (i.e. emails, interviewing skills, speeches, etc.).</li><li>2. Use appropriate verbiage, eye contact, and body language during discussions.</li><li>3. Interpret publications to identify purpose.</li><li>4. Analyze lectures, speeches, and technical documents for focus.</li><li>5. Use graphic organizers to condense and clarify thinking.</li><li>6. Use vocabulary, language, and grammar precisely to convey meaning clearly.</li><li>7. Write a narrative using dialogue, descriptive language, and elements of a plot.</li></ol>
<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Job Portfolio<ul style="list-style-type: none"><li>○ Includes job research, resume, cover letter, letter of recommendation, interview thank you letter, and letter of resignation</li></ul></li><li>● Well-Developed Paragraphs</li><li>● Graduation Speech</li></ul>	
<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"><li>● Exemplars of professional business letters that reflect current PA Career Standards</li><li>● Exemplars of professional emails and communications that reflect current PA Career Standards</li></ul>	

<b>Grade, Subject:</b> 12, English	<b>Strand (Unit):</b> Analysis (reading)
<b>Big Idea:</b> Thoughtful readers apply literacy strategies, tools, and skills to examine both fiction and nonfiction texts, uncovering deeper meanings, connections, and perspectives.	
<b>PA Core Standards:</b> <ul style="list-style-type: none"><li>● <b>CC.1.2.11-12.L:</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</li><li>● <b>CC.1.4.11-12.S:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</li><li>● <b>CC.1.2.11-12.B:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</li><li>● <b>CC.1.5.11-12.A:</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li><li>● <b>CC.1.5.11-12.D:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</li></ul> <b>PA Career Standards</b> <ul style="list-style-type: none"><li>● <b>13.3.11.A:</b> Evaluate personal attitudes and work habits that support career retention and advancement.</li><li>● <b>13.3.11.C:</b> Evaluate conflict resolution skills as they relate to the workplace.</li><li>● <b>13.3.11.F:</b> Evaluate strategies for career retention and advancement in response to the changing global workplace.</li><li>● <b>13.3.11.G:</b> Evaluate the impact of lifelong learning on career retention and advancement.</li></ul>	
<b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. How can I promote divergent, creative perspectives?</li><li>2. How can reading change (impact/influence) my life?</li><li>3. Why should I critically evaluate an author’s purpose and draw relevant conclusions?</li><li>4. How can I participate in and positively contribute to a discussion about a text?</li><li>5. How can I use research skills to investigate complex topics and ideas?</li><li>6. How do I access, interpret, and apply information to be career and college ready?</li></ol>	<b>Concepts/Understandings (SWKT...):</b> <ol style="list-style-type: none"><li>1. They can promote divergent, creative perspectives by clarifying, verifying, or challenging ideas and conclusions.</li><li>2. Reading can change (impact/influence) lives by providing new perspectives and information.</li><li>3. Evaluating an author’s purpose is integral to understanding a text accurately and using it appropriately.</li><li>4. Participation in a meaningful and positive discussion relies upon textual analysis and understanding.</li><li>5. Searching for, identifying, and critiquing sources is an essential part of investigating complex topics and ideas.</li><li>6. They must evaluate and synthesize information from multiple credible sources in order to apply it effectively.</li></ol>

<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Pathos</li><li>● Ethos</li><li>● Logos</li><li>● Satire</li><li>● Irony</li><li>● Dystopia</li><li>● Point of View</li><li>● Understatement</li></ul>	<p><b><u>Competencies/Skills (SW...):</u></b></p> <ol style="list-style-type: none"><li>1. Demonstrate their interaction with and understanding of diverse and creative perspectives in reading.</li><li>2. Reflect on their reading and how it connects to their worlds.</li><li>3. Evaluate author’s purpose by analyzing tone and point of view.</li><li>4. Participate in discussions while citing text evidence.</li><li>5. Locate and critique sources by identifying perspective.</li><li>6. Identify credible sources, synthesize key information, and explain their findings to an audience.</li></ol>
<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Several formative assessments<ul style="list-style-type: none"><li>○ Well-Developed Paragraphs</li></ul></li><li>● Literary Review</li><li>● Projects<ul style="list-style-type: none"><li>○ Choice boards</li></ul></li></ul>	
<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"><li>● Article of the week (Kelly Gallagher)</li></ul> <p>Exemplar Texts</p> <ul style="list-style-type: none"><li>● “An Occurrence At Owl Creek Bridge” by Ambrose Bierce</li><li>● “A Doll’s House” by Katherine Mansfield</li><li>● “A Modest Proposal” by Jonathan Swift</li><li>● “Harrison Bergeron” by Kurt Vonnegut Jr.</li><li>● <i>Lord of the Flies</i> by William Golding</li><li>● Choice novel<ul style="list-style-type: none"><li>○ <i>Paper Towns, Lone Survivor, The Martian</i></li></ul></li></ul>	

<p><b><u>Grade, Subject:</u></b> 12, English</p>	<p><b><u>Strand (Unit):</u></b> Informational literacy</p>
<p><b>Big Idea:</b> Effective communicators read and analyze informational texts to develop understanding, then craft clear, focused writing that conveys a well-defined perspective with relevant content.</p>	
<p><b><u>PA Core Standards:</u></b></p> <ul style="list-style-type: none"><li>● <b>CC.1.2.11-12.B:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions</li></ul>	

based on and related to an author’s implicit and explicit assumptions and beliefs.

- **CC.1.2.11-12.D:** Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- **CC.1.2.11-12.E:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **CC.1.2.11-12.G:** 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.
- **CC.1.2.11-12.L:** Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- **CC.1.3.11-12.B:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

**PA Career Standards**

- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- 13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- 13.4.11.C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources.

**Essential Questions:**

1. How does word choice impact an author’s purpose and tone?
2. How can I utilize text evidence to support my claim?
3. Why is it important to understand an author’s stance/bias on a subject?
4. Why is it important to utilize and evaluate multiple sources and perspectives when developing an argument?
5. How do I determine the credibility and authenticity of a review or promotion?
6. How does proper MLA formatting enhance the clarity and credibility of a written argument?

**Concepts/Understandings (SWKT...):**

1. An author’s choice of words (formal, informal, jargon, inflated) can reveal implicit/explicit purpose and/or bias.
2. Including specific text evidence in my presentation medium provides credible support for my argument.
3. Understanding an author’s purpose and/or bias assists in understanding his credibility.
4. Using multiple, credible sources to support an argument demonstrates objectivity and thoroughness.
5. A reliable and credible review of a product and/or promotion includes multiple facets.
6. Well-crafted arguments integrate credible evidence using correct MLA formatting to present ideas clearly, logically, and professionally.

**Vocabulary:**

- Bias
- Satire
- Argument/Position
- Purpose

**Competencies/Skills (SW . . .):**

1. Formulate writings that effectively utilize author’s voice and use language precisely to convey meaning clearly.
2. Find evidence that effectively and clearly supports a claim, and explain how evidence supports claims and why it is significant.

- Credibility
- Reliability
- Parenthetical Citation
- Objectivity
- Subjectivity

3. Create pieces of writing using word choice that effectively demonstrates author's perspective.
4. Evaluate multiple sources of information from multiple credible sources.
5. Analyze text to determine inferences and conclusions based on an author's assumptions and beliefs.
6. Cite and synthesize evidence using MLA formatting to create text that develops logical arguments supported by inferences and conclusions.

**Assessments:**

- Debate carousel
- Well-Developed Paragraphs
- Reviews (products, careers, literary)

**Resources:**

- Using reviews (Amazon; Yelp; etc.)
  - How to sift through reviews

Additional:

- Evaluating author's purpose
  - Examine genre and intent
  - Word choice
  - Message - advertisements
  - Bias
    - Satire
    - News
    - Political cartoons