

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 12 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

### **Contents: Grade 12 Human Behavior and Society Unit**

***Big Questions: What is the relationship between the writer and tradition? How does literature shape or reflect society? How does social position affect people's behavior?***

#### Fiction (6 selections)

“Meditation 17” from *Paradise Lost*  
from the *Divine Comedy: Inferno* from *Gulliver’s Travels*  
“Next Term, We’ll Mash You” “A Shocking Accident”

#### Nonfiction (7 selections)

“Exploring Different Cultural Attitudes Toward Death”  
Making “Darkness Visible:” Milton’s Epic Ambition  
Critical Commentary: *from* “A Defense of Poetry” and *from* “Surprised by Sin”  
“Milton and Pop Culture”  
“A Modest Proposal”  
“Street Corner Dreamers”  
“Does Immigration Increase the Virtues of Hard Work and Fortitude in the United States?”

#### Poetry (3 selections)

“Song” by John Donne  
“A Valediction: Forbidden Mourning”  
“Holy Sonnet 10”

#### Novel/Nonfiction (1 selection)

Teacher choice (Appendix B of Ohio’s Learning Standards has an Exemplar list.)

Optional Informative/Explanatory Writing: The writing assignment in the curriculum resources is the former capstone writing assignment for grade 12. You may still use this valid assignment, or replace it with informational/explanatory writing pieces of your choice.

**COLUMBUS CITY SCHOOLS  
ENGLISH GRADE 12**

<b>Human Behavior and Society Unit</b>				
<b>Unit/Topics</b>	<b>Periods</b>	<b>Common Core State Standards</b>	<b>Textbook/Supplemental Materials</b>	<b>Assessments/Assignments</b>
<p>1. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <p><b>This informational/explanatory writing assignment is also part 2 of the senior capstone assignment.</b></p> <p><b>Writing: Informational Text</b></p> <ul style="list-style-type: none"> <li>• Generating research topics</li> <li>• Analyzing primary sources</li> <li>• Socratic seminar</li> <li>• Evaluating web and print sources</li> <li>• Organization</li> <li>• Creating/evaluating claim statements</li> <li>• MLA format</li> <li>• Appendix</li> <li>• Annotated</li> </ul>	<p>Weeks 1-2 Periods: 8</p>	<p><b>RL.11-12.1</b> <b>RL.11-12.2</b> <b>RL.11-12.4</b></p> <ul style="list-style-type: none"> <li>• <b>RI.11-12.1</b></li> <li>• <b>RI.11-12.2</b></li> <li>• <b>RI.11-12.3</b></li> <li>• <b>RI.11-12.4</b></li> <li>• <b>RI.11-12.6</b></li> <li>• <b>W.11-12.1a-e</b></li> <li>• <b>W.11-12.2</b></li> <li>• <b>W.11-12.4</b></li> <li>• <b>W.11-12.5</b></li> <li>• <b>W.11-12.6</b></li> <li>• <b>W.11-12.10</b></li> <li>• <b>SL.11-12.1</b></li> <li>• <b>L.11-12.1</b></li> <li>• <b>L.11-12.2</b></li> <li>• <b>L.11-12.3</b></li> <li>• <b>L.11-12.5</b></li> <li>• <b>L.11-12.6</b></li> </ul>	<p><b>Textbook (hard copy or eBook)</b> <i>Writing and Grammar</i></p> <ul style="list-style-type: none"> <li>• “Strategies for Generating Topics” Section 13.2</li> <li>• Chapter 13 “Research: Research Paper” “Gathering Details” Section 13.2 “Providing Elaboration” Section 12.3</li> </ul> <p><b>Internet</b> Online resources to assist with instruction are available as links within this writing lesson which is located on the CCS curriculum guide website.</p>	<p><b>Writing Prompt:</b></p> <ul style="list-style-type: none"> <li>• Students construct an annotated bibliography as the first stage in the research writing process (before writing an outline and a first draft). This step will aid the students in focusing their research, evaluating their sources, and comprehending the information they collect; moreover, the annotated bibliography should make it easier for students develop a research outline from which to begin drafting their essay.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Ethics case studies</li> <li>• Universal Declaration of Human Rights</li> <li>• Richard Nixon’s resignation letter</li> <li>• James Meredith’s letter to the Registrar of the University of Mississippi</li> <li>• Chart showing television viewing in Washington, D.C.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Small group discussion and presentation</li> <li>• Socratic Seminar</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Usage</li> <li>• Punctuation</li> <li>• Capitalization</li> </ul>

<ul style="list-style-type: none"> <li>• bibliography</li> <li>• Visual text analysis: photographs</li> <li>• Audience and purpose</li> </ul>				<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Use the LDC rubric for informational text.</li> </ul> <p><b>Intervention/Enrichment</b></p> <ul style="list-style-type: none"> <li>• Review the definitions of the previous capstone themes. Social justice can be thought of as the view that everyone deserves equal economic, political, and social rights and opportunities. Human welfare is the provision for and the protection of human well-being, including health, happiness, security, and education. Globalization refers to the acceleration and intensification of interaction and integration among people, companies, and governments of different nations.</li> <li>• Review primary sources and how to analyze and use them in research.</li> <li>• If needed, the teacher may refer to page 303 of the <i>Writing and Grammar</i> text (“Media and Technology Skills”) to provide students with another option for evaluating websites.</li> <li>• Review the parts of an annotated bibliography.</li> </ul>
<p><b>The Essential Question:</b>  <b>What is the relationship between the writer and tradition?</b></p> <p>2. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> <li>• Metaphysical poetry</li> <li>• Conceits</li> <li>• Paradoxes</li> <li>• Author’s perspective</li> <li>• Close reading</li> <li>• Influence of English language on world events</li> <li>• Determining word meaning through prefixes</li> </ul>	<p>Weeks 2-3  Periods: 4</p>	<ul style="list-style-type: none"> <li>• <b>RL.11-12.1</b></li> <li>• <b>RL.11-12.2</b></li> <li>• <b>RL.11-12.4</b></li> <li>• <b>RL.11-12.10</b></li> <li>• <b>RI.11-12.1</b></li> <li>• <b>RI.11-12.10</b></li> <li>• <b>W.11-12.3</b></li> <li>• <b>W.11-12.4</b></li> <li>• <b>W.11-12.5</b></li> <li>• <b>W.11-12.6</b></li> <li>• <b>W.11-12.7</b></li> <li>• <b>W.11-12.10</b></li> <li>• <b>SL.11-12.1</b></li> <li>• <b>L.11-12.1</b></li> <li>• <b>L.11-12.2</b></li> <li>• <b>L.11-12.3</b></li> <li>• <b>L.11-12.4</b></li> <li>• <b>L.11-12.5</b></li> </ul>	<p><b>Textbook (hard copy or eBook)</b>  <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> <li>• Before You Read pp. 480-481</li> <li>• Works of John Donne pp. 482-490</li> <li>• After You Read p. 491</li> <li>• Integrated Language Skills pp. 492-493</li> </ul> <p><i>Unit 3 Resources</i> pp. 7-15; 17-25  <i>Writing and Grammar</i></p> <ul style="list-style-type: none"> <li>• Chapter 24, section 1</li> </ul> <p><b>Technology</b>  Interactive Digital Path</p> <ul style="list-style-type: none"> <li>• <u>Before You Read</u> [Get Connected Video (0:45), Essential Question, Literacy Analysis, Reading Strategy, Vocabulary, Meet the Author, Background: Works of John</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Works of John Donne (poetry and fiction)</li> <li>• “Exploring Different Cultural Attitudes Toward Death?” (nonfiction)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Biographical narrative</li> <li>• Journal writing: Image Essay</li> <li>• Journal writing: Essential Question</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Whole group discussion</li> </ul> <p><b>Language</b>  <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul>

<ul style="list-style-type: none"> <li>• Determining word meaning through analogous relationships</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Biographical narrative</li> <li>• Informal writing</li> </ul>		<ul style="list-style-type: none"> <li>• <b>L.11-12.6</b></li> </ul>	<p>Donne]</p> <ul style="list-style-type: none"> <li>• <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading)</li> <li>• <u>After You Read</u> (Skill Questions, Writing Lesson, Grammar Lesson, Grammar Practice)</li> </ul> <p><b>Internet Resources</b></p> <ul style="list-style-type: none"> <li>• "Exploring Different Cultural Attitudes Toward Death" <a href="http://www.pbs.org/witheyeyesopen/after_teachers_612.html">http://www.pbs.org/witheyeyesopen/after_teachers_612.html</a></li> </ul>	<p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> <li>• Comparative and superlative adjectives and adverbs</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions</li> <li>• Critical viewing</li> <li>• Selection tests</li> <li>• Open-book test</li> </ul> <p><b>Intervention/Enrichment</b></p> <ul style="list-style-type: none"> <li>• Analyzing a Literary Figure – Pairs or groups of students conduct research on John Donne’s life and work.</li> <li>• Students develop their own conceits using other instruments or objects to express a truth about human relationships.</li> <li>• Students research a variety of different funeral customs.</li> <li>• Students create a soundtrack to accompany a reading of “Meditation 17.”</li> </ul>
<p><b>The Essential Question:</b> <b>What is the relationship of the writer to tradition?</b></p> <p>3. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> <li>• Genre or subgenre as it affects expression of theme or topic</li> <li>• Epic poetry</li> <li>• Using graphic organizers to support learning</li> <li>• Close reading</li> <li>• Critical viewing</li> <li>• Syntax</li> <li>• Determining word meaning through context</li> <li>• Determining word meaning through footnotes and sidenotes</li> </ul>	<p>Weeks 2-5 Periods: 8</p>	<ul style="list-style-type: none"> <li>• <b>RL.11-12.1</b></li> <li>• <b>RL.11-12.2</b></li> <li>• <b>RL.11-12.4</b></li> <li>• <b>RL.11-12.5</b></li> <li>• <b>RL.11-12.10</b></li> <li>• <b>RI.11-12.1</b></li> <li>• <b>RI.11-12.2</b></li> <li>• <b>RI.11-12.3</b></li> <li>• <b>RI.11-12.4</b></li> <li>• <b>RI.11-12.10</b></li> <li>• <b>W.11-12.2</b></li> <li>• <b>W.11-12.4</b></li> <li>• <b>W.11-12.10</b></li> <li>• <b>SL.11-12.1</b></li> <li>• <b>L.11-12.1</b></li> <li>• <b>L.11-12.2</b></li> <li>• <b>L.11-12.3</b></li> <li>• <b>L.11-12.4</b></li> <li>• <b>L.11-12.5</b></li> <li>• <b>L.11-12.6</b></li> </ul>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> <li>• Literary History pp. 516-517</li> <li>• Author in Depth: John Milton pp. 518-519</li> <li>• Milton and Pop Culture p. 520</li> <li>• Before You Read p. 521</li> <li>• <i>from Paradise Lost</i> pp. 524-534</li> <li>• <i>from</i> “A Defense of Poetry” and <i>from</i> “Surprised by Sin” p. 535</li> <li>• After You Read p. 536</li> <li>• Integrated Language Skills pp. 537-539</li> <li>• Epics in World Literature p. 540</li> <li>• Comparing Literary Works p. 541</li> <li>• <i>from the Divine Comedy: Inferno</i> pp. 542-550</li> <li>• After You Read p. 551</li> </ul> <p><i>Unit 3 Resources:</i> pp. 63-88 <i>Writing and Grammar</i> Chapter 20, section 5</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <i>from Paradise Lost</i> (fiction)</li> <li>• <i>from the Divine Comedy: Inferno</i> (fiction)</li> <li>• Making “Darkness Visible”: Milton’s Epic Ambition (nonfiction)</li> <li>• Critical Commentary: <i>from</i> “A Defense of Poetry” and <i>from</i> “Surprised by Sin” (nonfiction)</li> <li>• “Milton and Pop Culture” (nonfiction)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Journal writing: Image Essay</li> <li>• Journal writing: Essential Question</li> <li>• Response to literature</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Group discussion</li> </ul> <p><b>Language</b> <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><i>Grammar</i></p>

<ul style="list-style-type: none"> <li>• Drawing conclusions</li> <li>• Summarizing</li> <li>• Determining word meaning through roots and affixes</li> <li>• Determining word meaning through analogous relationships</li> <li>• Informal writing</li> <li>• Dangling and misplaced modifiers</li> <li>• Comparing/contrasting characteristics of American, British, world, and multi-cultural literature</li> </ul>			<p><b>Technology</b> Interactive Digital Path Author In Depth: John Milton</p> <ul style="list-style-type: none"> <li>• <u>Before You Read</u> [Get Connected Video (0:46), Meet the Author, Background Video (0:52), Vocabulary, Essential Question, Reading Strategy, Literary Analysis]</li> <li>• <u>While You Read</u> (Warm-ups, Critical Commentary, Reading Selection, Critical Reading)</li> <li>• <u>After You Read</u> (Skill Questions, Writing Lesson, Grammar Lesson, Grammar Practice)</li> </ul> <p>Comparing Literary Works: <i>from the Divine Comedy: Inferno</i></p> <ul style="list-style-type: none"> <li>• <u>Before You Read</u> (Illustrated Literary History, Comparing Literary Works, Vocabulary, Meet the Author)</li> <li>• <u>While You Read</u> (Reading Selection, Critical Reading)</li> <li>• <u>After You Read</u> (Questions on Comparing, Writing to Compare)</li> </ul>	<ul style="list-style-type: none"> <li>• Fixing misplaced and dangling modifiers</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Selection tests</li> <li>• Open-book test</li> </ul> <p><b>Intervention/Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students research artistic depictions of angels.</li> <li>• Students investigate the views of Paradise in religion and myth.</li> <li>• Students perform a dramatic reading to showcase Milton’s style and to illuminate the characters.</li> <li>• Students investigate the symbolic use of light and dark in Milton’s work.</li> </ul>
<p><b>The Essential Question: How does literature shape or reflect society?</b></p> <p>4. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> <li>• Satire</li> <li>• Irony</li> <li>• Style</li> <li>• Genre or subgenre as it affects expression of theme or topic</li> <li>• Social commentary/historical perspective</li> </ul>	<p>Weeks 5-7 Periods: 9</p>	<ul style="list-style-type: none"> <li>• <b>RL.11-12.1</b></li> <li>• <b>RL.11-12.2</b></li> <li>• <b>RL.11-12.4</b></li> <li>• <b>RL.11-12.6</b></li> <li>• <b>RI.11-12.10</b></li> <li>• <b>RI.11-12.1</b></li> <li>• <b>RI.11-12.2</b></li> <li>• <b>RI.11-12.4</b></li> <li>• <b>RI.11-12.5</b></li> <li>• <b>RI.11-12.6</b></li> <li>• <b>RI.11-12.10</b></li> <li>• <b>W.11-12.4</b></li> <li>• <b>W.11-12.7</b></li> <li>• <b>W.11-12.9</b></li> </ul>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> <li>• Before You Read p. 604</li> <li>• <i>from Gulliver’s Travels</i> pp. 606-616</li> <li>• “A Modest Proposal” pp. 617-625</li> <li>• After You Read p. 753</li> </ul> <p><i>Unit 4 Resources:</i> pp. 153-168</p> <p><i>America Now, 9<sup>th</sup> edition</i></p> <ul style="list-style-type: none"> <li>• “Street Corner Dreamers” pp. 256-261</li> <li>• “Does Immigration Increase the Virtues of Hard Work and Fortitude in the United</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <i>from Gulliver’s Travels</i> (fiction)</li> <li>• “A Modest Proposal” (nonfiction)</li> <li>• “Street Corner Dreamers” (nonfiction)</li> <li>• “Does Immigration Increase the Virtues of Hard Work and Fortitude in the United States?” (nonfiction)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Journal writing: Image Essay</li> <li>• Journal writing: Essential Question</li> <li>• Plan for a multimedia presentation.</li> <li>• Research statistics on the poverty gap between blacks and whites.</li> </ul>

<ul style="list-style-type: none"> <li>• Critical perspectives</li> <li>• Critical viewing</li> <li>• Context clues</li> <li>• Roots and affixes</li> <li>• Introductory phrases and clauses</li> <li>• Close reading</li> </ul>		<ul style="list-style-type: none"> <li>• <b>W.11-12.10</b></li> <li>• <b>SL.11-12.1</b></li> <li>• <b>L.11-12.1</b></li> <li>• <b>L.11-12.2</b></li> <li>• <b>L.11-12.3</b></li> <li>• <b>L.11-12.4</b></li> <li>• <b>L.11-12.5</b></li> <li>• <b>L.11-12.6</b></li> </ul>	<p>pp. 330-335</p> <p><b>Technology</b> Interactive Digital Path</p> <ul style="list-style-type: none"> <li>• <u>Before You Read</u> [Get Connected Video (0:42), Essential Question, Literacy Analysis, Reading Strategy, Vocabulary, Meet the Author, Background Video <i>from Gulliver’s Travels</i> (1:01), Background Information “A Modest Proposal”]</li> <li>• <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading)</li> <li>• <u>After You Read</u> (Skill Questions, Writing)</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Whole-group discussion</li> </ul> <p><b>Language</b> <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions</li> <li>• Critical viewing</li> <li>• Selection test</li> <li>• Open–book test</li> </ul> <p><b>Intervention/Enrichment</b></p> <ul style="list-style-type: none"> <li>• Analyze a Religious Controversy – Students learn more about the schism between the Catholic and Anglican churches and the Nonconformists.</li> <li>• Illustrate a scene described in “A Voyage to Lilliput.”</li> <li>• Understanding the Political Party System – Students research the development of the English two-party system and compare it with similar political developments in the United States.</li> <li>• Investigate Weapons Technology – Students create a timeline of the technology, identifying its advantages and disadvantages and possible future developments.</li> </ul>
<p><b>The Essential Question: How does social position affect people’s behavior? What does this resulting behavior convey about the values of a society as revealed in its literature?</b></p> <p>5. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> <li>• Indirect characterization</li> <li>• Theme as expressed through</li> </ul>	<p>Weeks 7-8 Periods: 6</p>	<ul style="list-style-type: none"> <li>• <b>RL.11-12.1</b></li> <li>• <b>RL.11-12.2</b></li> <li>• <b>RL.11-12.3</b></li> <li>• <b>RL.11-12.4</b></li> <li>• <b>RL.11-12.5</b></li> <li>• <b>RL.11-12.6</b></li> <li>• <b>RL.11-12.10</b></li> <li>• <b>RI.11-12.1</b></li> <li>• <b>W.11-12.1</b></li> <li>• <b>W.11-12.6</b></li> <li>• <b>W.11-12.9</b></li> <li>• <b>SL.11-12.1</b></li> <li>• <b>SL.11-12.5</b></li> </ul>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> <li>• Before You Read p. 1434</li> <li>• “Next Term, We’ll Mash You” pp. 1436-1442</li> <li>• After You Read p. 1443</li> <li>• “A Shocking Accident” pp. 1263-1268</li> </ul> <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> <li>• From “Next Term, We’ll Mash You” pp. 362-365; 368; 371-379</li> <li>• From “A Shocking Accident” pp. 106-109; 115-123</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• “Next Term, We’ll Mash You” (fiction)</li> <li>• “A Shocking Accident” (fiction)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Student-created T-chart of negative and positive images relating to hazing in the U.S.</li> <li>• Note-taking</li> <li>• Students write an analytical paragraph that examines how the characterization of Mrs. Manders conveys theme.</li> <li>• In small groups, each student writes a letter from the perspective of Mrs. Manders, Mr. Manders, or Charles concerning the school.</li> </ul>

<ul style="list-style-type: none"> <li>characterization</li> <li>Rhetoric</li> <li>Syntax</li> <li>Determining word meaning through context clues, analogous relationships, and prefixes</li> <li>Close reading</li> <li>Inference</li> <li>Textual analysis</li> <li>Parallelism</li> <li>Style: precise verbs, sentence fragments, dashes, rhetorical devices</li> </ul>		<ul style="list-style-type: none"> <li><b>L.11-12.1</b></li> <li><b>L.11-12.2</b></li> <li><b>L.11-12.3</b></li> <li><b>L.11-12.4</b></li> </ul>	<p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> <li>Faulty Parallelism pp. 505-509</li> </ul> <p><b>Technology</b> Interactive Digital Path</p> <ul style="list-style-type: none"> <li><u>Before You Read</u> [Get Connected Video for “Next Term, We’ll Mash You” (0:54), Get Connected Video for “A Shocking Accident” (0:49), Essential Question, Literacy Analysis, Reading Strategy, Vocabulary, Meet the Author, Background Video for “A Shocking Accident” (0:40)</li> <li><u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading)</li> <li><u>After You Read</u> (Skill Questions, Writing)</li> </ul> <p><b>Curriculum Guide Website</b></p> <ul style="list-style-type: none"> <li>A complete lesson plan is located on the curriculum guide website in the Reading/English folder.</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, each student creates a free verse poem based on the student-written letters.</li> <li>Students write an analytical paragraph that examines how the characterization of Mr. Manders conveys theme.</li> <li>Students return to their analytical paragraphs about characterization and theme to identify or create parallel structure.</li> <li>Students write a paragraph describing a person from the perspective of a narrator.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Small group discussion</li> <li>In small groups, students present a choral reading of the poem based on the letter.</li> </ul> <p><b>Language</b> <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Games</li> <li>Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Informational writing</li> <li>Reflective writing</li> </ul> <p><b>Intervention/Enrichment</b></p> <ul style="list-style-type: none"> <li>Students create an anti-bullying campaign.</li> <li>Students research bullying and/or hazing and write a brief informational report on their findings.</li> <li>Students create an anti-bullying editorial cartoon.</li> </ul>
<p>6. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in ELA, and to prepare students to be college</p>	<p>Weeks 8-9 Periods: 7</p>	<p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in ELA, and to prepare students to be college and</p>	<p>Novel/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> <li>Austen, Jane. <i>Pride and Prejudice</i></li> <li>Brontë, Charlotte, <i>Jane Eyre</i></li> <li>Dostoevsky, Fyodor. <i>Crime and Punishment</i></li> <li>Fitzgerald, F. Scott. <i>The Great Gatsby</i></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>The reading assignment will be fiction, nonfiction, or drama depending upon teacher choice.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Journal writing</li> <li>Creative prose and poetry responses</li> <li>Critical analysis</li> <li>In-class essays</li> </ul>

and career ready.		career ready.	<ul style="list-style-type: none"> <li>• Faulkner, William. <i>As I Lay Dying</i></li> <li>• Garcia, Cristina. <i>Dreaming in Cuban</i></li> <li>• Hansberry, Lorraine. <i>A Raisin in the Sun</i></li> <li>• Hurston, Zora Neale. <i>Their Eyes Were Watching God</i></li> <li>• Jefferson, Thomas. <i>The Declaration of Independence</i></li> <li>• Lahiri, Jhumpa. <i>The Namesake</i></li> <li>• Mencken, H.L. <i>The American Language, 4<sup>th</sup> Edition</i></li> <li>• Miller, Arthur. <i>Death of a Salesman</i></li> <li>• Paine, Thomas. <i>Common Sense</i></li> <li>• Shakespeare, William. <i>The Tragedy of Hamlet</i></li> <li>• Thoreau, Henry David. <i>Walden</i></li> <li>• Wilde, Oscar. <i>The Importance of Being Earnest</i></li> <li>• Wright, Richard. <i>Black Boy</i></li> </ul> <p>*The above is not meant to be a required reading list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards in ELA, your choice should be similar in complexity and quality to the titles on the list above.</p>	<ul style="list-style-type: none"> <li>• Essay Scorer: Review of a Novel</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Partner discussion</li> <li>• Pair work</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Integrated vocabulary activities</li> <li>• Integrated grammar and usage activities</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Selection tests</li> <li>• Portfolio projects</li> <li>• Multimedia presentations</li> </ul> <p><b>Intervention/Enrichment</b></p> <ul style="list-style-type: none"> <li>• Teacher-modeled reading strategies</li> <li>• Students write a different ending for the story.</li> <li>• Students write a one act play based on characters, conflicts and themes from the book.</li> </ul>
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\* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

\*\* Standards: **RL** = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language