

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 Society and Happiness Unit

Big Questions: What is the relationship between place and literature? How does literature shape or reflect society? What is the relationship of the writer to tradition? Can happiness be defined and should its attainment be a concern of government officials?

Nonfiction (10 selections)

"Migrant Child Labor"	"Waste Not Want Not"
"On Making an Agreeable Marriage"	from <i>A Vindication of the Rights of Woman</i>
"A Rant about Women"	"Do We Need \$75,000 a Year to be Happy?"
"Get Happy"	"Money Changes Everything"
"Speech Before Her Troops"*	"Wartime Speech"*

Visual Texts (3 selections)

Dan Gilbert TED Talk: *Stumbling on Happiness*
Martin Luther King Jr. and the Kennedy Brothers (painting by Elijah Pierce) *
No Unemployment (painting by Elizabeth Olds)*

Poetry (10 selections)

Works of William Blake: "The Tyger," "The Chimney Sweeper," "Infant Sorrow"
Works of Percy Bysshe Shelley: "Ozymandias," "Ode to the West Wind"
Poetry of James Berry: "From Lucy: Englan' Lady," "Time Removed," and "Freedom"
"This Land is Your Land" (song)*
"Strange Fruit" (song)*

*These selections are incorporated into the writing portfolio lesson.

Novel/Nonfiction (1 selection)

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

Optional Argument Writing Portfolio:

Prompt: After analyzing headlines, songs, and art works about social issues that impact Americans, write an argumentative essay evaluating the community's response to a current social problem. L2 Synthesize evidence from current events, visual texts, or musical pieces to illustrate and clarify your position. L3 Be sure to acknowledge competing views.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 12**

Society and Happiness Unit

Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Essential Questions: What is the relationship between place and literature? How does literature shape or reflect society? What is the relationship of the writer to tradition?</p> <p>1. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Archetypes Social commentary Compare and contrast Root words Context clues Varying sentences • Applying critical perspectives • Multi-genre analysis of an author • Poetry • Using introductory phrases and clauses • • 	<p>Week 1 Periods: 3</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3</p> <ul style="list-style-type: none"> • RL.11-12.4 • RL.11-12.5 • RL.11-12.6 • RI.11-12.10 • RI.11-12.1 • RI.11-12.2 • W.11-12.2 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.10 • SL.11-12.1 • SL.11-12.6 • L.11-12.1 • • • 	<p>Textbook (hard copy or eBook) <i>Literature The British Tradition</i></p> <p>Before You Read pp. 746-747 “The Tyger” pp. 749-750 “The Chimney Sweeper” p. 751</p> <ul style="list-style-type: none"> • “Infant Sorrow” p. 752 • After You Read p. 753 • Integrated Language Skills pp. 754-755 <p><i>Unit 4 Resources</i> pp. 25-41 <i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 20, Section 3 <p>Internet Resources</p> <ul style="list-style-type: none"> • PBS.org “Migrant Child Labor” http://www.pbs.org/now/politics/migrantchildren.html <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:50), Essential Question, Literary Analysis, Reading Strategy, Vocabulary Central, Meet the Author, Background Video (0:26)] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> 	<p>Reading Works of William Blake (poetry) “Migrant Child Labor” (nonfiction)</p> <p>Writing</p> <ul style="list-style-type: none"> • Journal: Essential Question • Multi-genre analysis of an author <p>Speaking and Listening Whole-group discussion Small group discussion</p> <ul style="list-style-type: none"> • <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary • Games • Worksheets <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> • Introductory phrases and clauses <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Critical thinking • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Applying critical perspectives graphic organizer described on p.746 of the text • Students investigate social, cultural,

			(Skill Questions, Grammar, Grammar Practice)	economic, and historical forces that led to the establishment of laws that regulate the employment of underage workers.
<p>2. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Romantic philosophy Analogies Compare and contrast Imagery Ode Informational essay Cause and effect reasoning Implicit and explicit philosophical assumptions Point of view Universal themes Figurative language 	<p>Weeks 1-2 Periods: 3</p>	<ul style="list-style-type: none"> RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10 RI.11-12.1 RI.11-12.2 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 SL.11-12.1 SL.11-12.6 L.11-12.1 	<p>Textbook (hard copy or eBook) <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> Before You Read pp. 866-867 “Ozymandias” pp. 868-869 “Ode to the West Wind” pp. 787-872 After You Read p. 878 Integrated Language Skills p. 878 <p><i>Unit 4 Resources</i> pp. 132-147</p> <p><i>America Now</i>, 9th edition</p> <ul style="list-style-type: none"> “Waste Not Want Not” pp. 301-308 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> [Get Connected Video (0:52), Essential Question, Literary Analysis, Reading Strategy, Vocabulary Central, Meet the Author, Background Video (0:36)] <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) <u>After You Read</u> (Skill Questions, Writing) 	<p>Reading</p> <ul style="list-style-type: none"> Works of Percy Bysshe Shelley (poetry) “Waste Not Want Not” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> Journal: Image Essay Journal: Essential Question Write a proposal for eliminating waste in America. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole-group discussion Small-group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Games Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Critical viewing Critical thinking Selection tests Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Students research the West Wind and create a map that demonstrates an understanding of its effects on temperature and climate on Earth. Allow students to choose a favorite popular song and to record details about it. Ask students to look for any qualities of lyrical poetry that are in their favorite songs.

<p>3. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Critical reading questions • Social commentary • Persuasive techniques • Logical appeals • Ethical appeals • Emotional appeals • Author’s purpose • Antonyms • Synonyms 	<p>Week 2 Periods: 4</p>	<ul style="list-style-type: none"> • RL.11-12.4 • RL.11-12.5 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • W.11-12.1 • W.11-12.2 • W.11-12.4 • SL.11-12.1 • SL.11-12.6 • L.11-12.1 	<p>Textbook (hard copy or eBook) <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> • Before You Read pp. 910-911 • “On Making an Agreeable Marriage” pp. 912-915 • <i>from A Vindication of the Rights of Woman</i> pp. 916-918 • After You Read p. 919 <p><i>Unit 5 Resources</i> pp.172-178</p> <p><i>America Now</i>, 9th edition</p> <ul style="list-style-type: none"> • “A Rant about Women” pp. 201-207 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:52), Essential Question, Literary Analysis, Reading Strategy, Vocabulary Central, Meet the Author, Background Video (0:36)] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing) 	<p>Reading</p> <ul style="list-style-type: none"> • “On Making an Agreeable Marriage” (nonfiction) • from <i>A Vindication of the Rights of Woman</i> (nonfiction) • “A Rant about Women” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal: List ways you think women and men are or are not treated equally today. • Journal: Email exchange on marriage • A “how-to” guide of how to promote yourself without sounding like a “PR department” <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole-group discussion • Small-group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Critical thinking • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Analyze the author’s purpose by using background knowledge and clues, such as the work’s title. • Students examine the treatment of women in the late 1700s and early 1800s and today.
<p>4. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Summarize • Imagery 	<p>Week 3 Periods: 2</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.4 • RL.11-12.5 • RL.11-12.6 	<p>Textbook (hard copy or eBook) <i>Literature The British Tradition</i></p> <ul style="list-style-type: none"> • Contemporary Commentary pp. 1052-1054 • “From Lucy: Englan’ Lady” pp.1055-1056 	<p>Reading</p> <ul style="list-style-type: none"> • Works of James Berry (poetry) <p>Writing</p> <ul style="list-style-type: none"> • Write a paragraph about what it means to be from two different places.

<ul style="list-style-type: none"> • Parallelism • Dialect • Comparing/contrasting speakers in multiple poems • Comparing/contrasting characters • Author’s insight • Determining word meaning through suffixes • Determining word meaning through analogous relationships 		<ul style="list-style-type: none"> • RL.11-12.10 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • W.11-12.2 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.10 • SL.11-12.1 • L.11-12.4 • L.11-12.5 	<ul style="list-style-type: none"> • “Freedom” p.1057 • “Time Removed” p. 1058-1059 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Contemporary Commentary</u> [Meet the Authors (2:43) selection audio] 	<ul style="list-style-type: none"> • In-class writing: How does Berry’s background combine both British and Jamaican traditions? • In-class writing: Evaluate whether you think the landscape around you is improved by each generation or compromised by it. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole-group discussion • Small-group discussion <p>Language</p> <ul style="list-style-type: none"> • Vocabulary • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Critical thinking questions <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Review with students the role of the British Empire in Jamaica. Show students a world map and point out the extent of the empire in the nineteenth century. • Read the poems aloud or listen to the audio recording to aid comprehension. Then have students reread the poems. • Have students draw one of the prisons described in the poem “Freedom.” Then have them illustrate the negative emotions that can imprison people. Have them discuss their drawings in small groups. Also, discuss the ways people can free themselves from their emotional prisons.
<p>5. Reading Informational Text; Writing; Speaking and Listening; Language</p> <p>Writing: Argument • Identifying and analyzing persuasive appeals</p>	<p>Weeks 3-4 Periods: 8</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.5 • RI.11-12.6 • RI.11-12.7 • RI.11-12.8 	<p>Textbook (hard copy or eBook) <i>Literature: The British Tradition</i></p> <ul style="list-style-type: none"> • Appeals to ethos, pathos, and logos pp. 222,444 • “Speech Before Her Troops” pp. 285-287 	<p>Writing</p> <ul style="list-style-type: none"> • Prompt: After analyzing headlines, songs, and art works about social issues that impact Americans, write an argumentative essay evaluating the community’s response to a current social problem. L2 Synthesize evidence

<ul style="list-style-type: none"> • Rhetorical devices • Audience, purpose, occasion • Claim statements • Figurative language • Prewriting activities • Drafting • Peer editing and revision • Publishing • Word choice 		<ul style="list-style-type: none"> • W.11-12.1 • W.11-12.6 • W.11-12.8 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.5 	<ul style="list-style-type: none"> • “Wartime Speech” pp. 1287-1290 • Writing Workshop, Persuasion: Persuasive Essay pp. 442-449 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 11 pp. 218-241 <p>Technology</p> <p>Internet</p> <ul style="list-style-type: none"> • Infohio’s NewsBank • Columbus Museum of Art • “This Land is Your Land” (song) • “Strange Fruit” (song) • <i>Martin Luther King Jr. and the Kennedy Brothers</i> (painting) • <i>No Unemployment</i> (painting) • Online Writing Lab at Purdue University • Video on logical fallacies • Video on logos pathos and ethos • ACT writing test prompts • Lesson on analysis of propaganda from WWII <p>Note: The links to these sites can be located in the lesson.</p> <p>Curriculum Guide Website</p> <ul style="list-style-type: none"> • A complete lesson plan for this portfolio writing lesson is located on the curriculum guide website. 	<p>from current events, visual texts, or musical pieces to illustrate and clarify your position. L3 Be sure to acknowledge competing views.</p> <ul style="list-style-type: none"> • Quickwrite about issues that pertain to school • In pairs, students classify persuasive appeals used in their quickwrites. • In small groups, students research newspaper headlines for local, state, and national issues of concern. Then they write and label three sentences containing each of the three major persuasive appeals: logos, ethos, and pathos. • Students write 2 evaluative claim statements: one based on “Speech Before Her Troops” and the other on “Wartime Speech.” • Students create a graphic organizer that they will use to assist them in writing in-depth analyses. • Student-written analysis of song lyrics • Student-written analysis of paintings • Silent Debate activity where students revise each other’s essays • Students write a found poem based on the social issue they wrote about in their argumentative essays. <p>Reading</p> <ul style="list-style-type: none"> • Students read “Speech Before Her Troops” and “Wartime Speech.” They identify rhetorical elements and persuasive appeals. • Students analyze song lyrics to “This Land is Your Land” and “Strange Fruit.” • Students analyze visual images: <i>Martin Luther King Jr. and the Kennedy Brothers</i> (painting) and <i>No Unemployment</i> (painting). <p>Speaking and Listening</p> <ul style="list-style-type: none"> • In pairs, students discuss persuasive appeals. • Whole class discussion of writing prompt and rubric
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				<p>Language</p> <ul style="list-style-type: none"> • Figurative language activities • Word choice activities • Rhetorical devices activities <p>Assessment</p> <p>Use the LDC writing rubric to grade the writing assignment.</p>
<p>6. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <p>Teach the Common Core State Standards as needed to prepare students for college entrance exams in reading and writing, and to prepare students to be college and career ready.</p>	<p>Weeks 5-7 Periods: 14</p>	<p>Note: Teach Common Core State Standards as needed based on previous assessments of students' reading and writing skills.</p>	<p>Novel/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> • Austen, Jane. <i>Pride and Prejudice</i> • Brontë, Charlotte. <i>Jane Eyre</i> • Dostoevsky, Fyodor. <i>Crime and Punishment</i> • Fitzgerald, F. Scott. <i>The Great Gatsby</i> • Faulkner, William. <i>As I Lay Dying</i> • Garcia, Cristina. <i>Dreaming in Cuban</i> • Hansberry, Lorraine. <i>A Raisin in the Sun</i> • Hurston, Zora Neale. <i>Their Eyes Were Watching God</i> • Jefferson, Thomas. <i>The Declaration of Independence</i> • Lahiri, Jhumpa. <i>The Namesake</i> • Mencken, H.L. <i>The American Language, 4th Edition</i> • Miller, Arthur. <i>Death of a Salesman</i> • Paine, Thomas. <i>Common Sense</i> • Shakespeare, William. <i>The Tragedy of Hamlet</i> • Thoreau, Henry David. <i>Walden</i> • Wilde, Oscar. <i>The Importance of Being Earnest</i> • Wright, Richard. <i>Black Boy</i> <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</p>	<p>Reading</p> <ul style="list-style-type: none"> • Selected novel, work of nonfiction, or dramatic literature <p>Writing</p> <ul style="list-style-type: none"> • Quick writes • Journal writing • Portfolio projects • Creative writing • In-class essays • Research to be presented orally or in writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole-group discussion • Pair work • Small group work • Multimedia projects • Readers theatre • Research to be presented orally or in writing <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities <p>Assessments</p> <ul style="list-style-type: none"> • Tests and quizzes

<p>The Essential Question: Can happiness be defined and should its attainment be a concern of government officials?</p> <p>7. Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Theme • Allusion • Irony • Metaphor • Tone • Textual evidence (Close reading) • Cause and effect organization • Objective summary • Multiple sources of information • Rhetorical devices: antithesis, asyndeton, and polysyndeton, parallelism • Word analysis • Context clues 	<p>Week 8 Periods: 5</p>	<ul style="list-style-type: none"> • RI.11-12.1 • RI.11-12.2 • RI.11-12.5 • RI.11-12.6 • RI.11-12.7 • RI.11-12.8 • W.11-12.1 • W.11-12.6 • W.11-12.8 • SL.11-12.1 • L.11-12.1 	<p>titles on the list above.</p> <p>Textbook (hard copy or eBook) <i>America Now</i>, 9th edition</p> <ul style="list-style-type: none"> • “Get Happy” pp. 86-90 <p>Technology Internet</p> <ul style="list-style-type: none"> • “Do We Need \$75,000 a Year to be Happy?” from: http://www.time.com/time/magazine/article/0,9171,2019628,00.html. • “Money Changes Everything,” located at: http://www.nytimes.com/2013/02/10/magazine/money-changes-everything.html?_r=1&_. • TED talk, <i>Stumbling on Happiness</i> http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy.html (21 minutes) <p>Curriculum Guide Website</p> <ul style="list-style-type: none"> • A complete lesson plan for “Get Happy” is located on the curriculum guide website. 	<p>Reading</p> <ul style="list-style-type: none"> • “Do We Need \$75,000 a Year to be Happy?” (nonfiction) • “Get Happy” (nonfiction) • “Money Changes Everything” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal: Is the author referring to the same happiness as the happiness referred to in the Declaration of Independence? • In-class writing: Evaluate Walter Mosley’s argument for a government office which ensures happiness. • In class writing: write three sentences on the topic of happiness employing the following rhetorical devices: polysyndeton, asyndeton, and antithesis. • Students write a three to four page informational essay about current research findings revealing what makes humans happy. They incorporate information from the essay, two newspaper articles, and Dan Gilbert’s presentation. They should incorporate in-text citations and a works cited page. • From the text: Examine the way “we” as Americans are described in paragraph 3. Choose one of the statements Mosley makes and write an essay that explores why that action, or concern, or way of thinking affects our happiness. Look at how it affects our outlook on life and our standard of living. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • TED Talk: Dan Gilbert on “Happiness” • Whole-group discussion • Small-group discussion
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8. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language Review for and administration of final exams Select Common Core standards to reteach/review as necessary in preparation for the final exam.	Week 9 Periods: 5 (at least 2 periods for review and 1 exam period)	Select Common Core standards to reteach and/or review as necessary in preparation for the final exam.	Select Common Core standards to reteach/review as necessary in preparation for the final exam.	Assessment <ul style="list-style-type: none"> • Final Exam

* 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