

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 12 **Unit Name: Introduction to English 12: Commenting on Social Issues**

Quality Core Objectives:

Unit 1 Introduction to English 12: Commenting on Social Issues	
A.1. Reading Across the Curriculum	<ul style="list-style-type: none"> a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms) b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
A.2. Reading Strategies	<ul style="list-style-type: none"> a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing) e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	<ul style="list-style-type: none"> a. Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts b. Read contrasting literary works (e.g., classic and contemporary) and determine how the forms influence structure and movement within the texts (e.g., comparing the poem <i>Beowulf</i> to John Gardner’s contemporary novel <i>Grendel</i>)
A.4. Influences on Text	<ul style="list-style-type: none"> a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Charles Dickens’s novel <i>A Tale of Two Cities</i> as a comment on the French Revolution and life in Victorian England)
A.5. Author’s Voice and Method	<ul style="list-style-type: none"> h. Identify the author’s stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	<ul style="list-style-type: none"> c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources d. Distinguish between fact and opinion, basing judgments on evidence and reasoning

A.8. Words and Their History	a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
B.2. Modes of Writing for Different Purposes and Audiences	c. Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods
B.3. Organization, Unity, and Coherence	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
B.4. Sentence-Level Constructions	a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
	d. Evaluate own sentence style by identifying common sentence patterns and constructions
	f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
	f. Correctly use parts of speech
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization
D.1. Comprehension and Analysis	d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted

b.	Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
c.	Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
d.	Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

Purpose of the Unit:

The purpose of this unit is twofold: 1) make the student aware of his own identity as a literate person, to broaden his idea about what literacy is and to create community in the classroom, and 2) to analyze various forms of satire and to apply it to her own writing.

Prerequisites:

To have completed 11th grade English

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	<p>A3, B.2.a</p> <ol style="list-style-type: none"> 1. Model the Collage + discuss problems encountered 2. Present Trimester II syllabus with expectations 3. Exit slip—place one item to be placed on coll. 	<ol style="list-style-type: none"> 1. What are the five pillars of literacy? 	Applying the Tenets of Literacy	<p>Clear/Modeled Expectations</p> <p>Emotional/Intellectual Safety</p> <p>Sense of Audience</p>	Exit Slip

2	<p>B.1.a, B.2.c, B.3.d, B.4.f, B.5.f, B.6.b, B.6.c</p> <ol style="list-style-type: none"> 1. Journal Entry And discussion 2. Notebook Instructions with modifications 3. Collage Survey 	<ol style="list-style-type: none"> 1. What sorts of questions are students commonly asked to address in college application essays? 2. How will we organize our writing notebooks? 	Collaborative discourse strategy— Think/Pair/Share	Personal Response Sense of Audience Authenticity	Share Survey—preassessment of students’ literacy aptitudes and interests
3	<p>A.1.b, A.3a, E</p> <ol style="list-style-type: none"> 1. Introduce the proposal (propose, proposition) 2. Students utilize active reading of “Writing Network Proposal” by Thomas Miller (C-3—C-8) 3. Small groups (3) discuss literacy collages (C-9—C-10) 	<ol style="list-style-type: none"> 1. What is a proposal and when would one be used in the real world? 	Reading for Meaning	Emotional/Intellectual Safety Learning With Others Authenticity	Observation of active reading engagement

4	<p>A.2.a, A.2.e, B.3.d</p> <ol style="list-style-type: none"> Analyze “Writing Network Proposal” Write summaries SSR—Book Pass Exit Journal Writing 	<ol style="list-style-type: none"> What is the difference between summary and analysis? 	<p>26 box approach> important word> summary</p>	<p>Novelty Authenticity Clear/Modeled Expectations</p>	<p>Written summary and metacognition of process</p> <p>Exit Journal—Write in journal about one book you might be interested in</p>
5	<p>A.3.a, A.5.h, D.1.d</p> <ol style="list-style-type: none"> “Finding the Poem” Write a title Examine for satirical elements Group write of definition of “satire” Homework—<i>Onion</i> articles 	<ol style="list-style-type: none"> What is satire and how has it evolved? In what ways do these poems mean something other than what they say on the surface? 	<p>Socratic Seminar</p>	<p>Emotional/Intellectual Safety</p> <p>Learning with Others</p> <p>Novelty/Variety</p>	<p>Group generated Definition</p>
6	<p>A.5.h, A.6.c, A.4.a, A.2.a, A.2.e, A.3.b (days 6 and 7 combined)</p> <ol style="list-style-type: none"> Satire worksheet to be used with 2 Simpson’s episodes (Season 1, Epi 11 and Season 2, Epi 3) Organize Presentations Date for Collage 	<ol style="list-style-type: none"> In what situations are satirical technique frequently used? 	<p>Effective questioning and appropriate “wait time”</p>	<p>Novelty/Variety</p> <p>Emotional/Intellectual Safety</p> <p>Personal Response</p>	<p>Satire Worksheet</p>
7	<p>(same as Day 6)</p> <ol style="list-style-type: none"> Finish up yesterday’s activity Distribute Onion 	<p>Continuation of Day 6 and</p> <ol style="list-style-type: none"> How has satire evolved based on 	<p>“Viewing for Meaning” Thoughtful Ed</p> <p>Seque to More complex reading</p>	<p>Personal Choice</p> <p>Emotional/Intellectual Safety</p> <p>Learning With Others</p>	<p>Group Participation and Collaboration Rubric for assessing Worksheets</p>

	Articles with new Satire Worksheet (Finish as Homework)	what we have viewed thus far?			
8	<p>A.2.b, A.2.a, A.2.e</p> <ol style="list-style-type: none"> 1. Examine Reading Strategies and then use to monitor personal reading 2. Group students according to article read for homework 3. Discussion of advice by parents and give "Advice to Youth" and "The Lowest Animal" with one sentence summary 4. 5 Political events to become familiar with 5. Journal Wrap-up 	<p>What reading strategies can I use to navigate difficult texts?</p>	<p>Chris Tovani—Reading Strategies (skimming, rereading, connections, etc)</p> <p>Literacy</p> <p>Higher Order Thinking Questions</p>	<p>Modeled Expectations</p> <p>Choice</p>	<p>Discussion Questions</p> <p>What is this article spoofing? (Interpretive)</p> <p>What types of information does this article assume its audience has? (Interpretive)</p> <p>What is this article's tone? (Interpretive)</p> <p>Which techniques of satire are used in this article (Interpretive)</p>
9	<p>D.1.d,</p> <ol style="list-style-type: none"> 1. Journal—Questions to be answered: What event is being satirized? What is the cartoonist's opinion about the event? What is the serious point being made What difference does the medium through which the satire is expressed make? If you were the editor of a newspaper, would you buy this cartoon? If not, 	<p>In addition to the elements of satire, how important is tone and how could change in tone affect the audience response?</p>	<p>Reciprocal Teaching</p> <p>Writing for meaning</p>	<p>Emotional/Intellectual Safety</p> <p>Learning with Others</p> <p>Personal Response</p>	<p>Observation of skills within roles</p> <p>Writing</p>

	<p>why not?</p> <ol style="list-style-type: none"> 2. Group discussion of journal writing 3. Reciprocal Teaching with articles from Twain 4. Reading circles with roles 5. Comparison—whole group 6. Wrap-up—rewrite small portion changing tone 				
10	<p>Days 10 and 11 combined A.2.a, A.2.b, A.2.c, A.4.a, A.5.h, A.8.a, A.8.h, D.1.d</p> <ol style="list-style-type: none"> 1. Take up collage proposals 2. Model a Think-Aloud approach to “A Modest Proposal”—connotation 3. Provide a context for this text by passing out two articles on the Irish Plight of the time—Students choose and present (homework) 4. Students continue to read essay and annotate; wrap up by discussing 2 reading strategies they used with this text 	<p>How do I approach the reading of a more complex text?</p> <p>What historical context shaped this text?</p>	<p>Literacy Skills</p> <p>Prior connection to writing of proposals</p>	<p>Sense of Audience</p> <p>Clear/Modeled Expectations</p> <p>Novelty/Variety</p>	<p>Level of mastery of Think-Aloud</p> <p>Demonstrated Mastery of Annotating Text</p>

11	<p>Same as Day 10 with addition of A.6.c and A.6.d</p> <ol style="list-style-type: none"> 1. Write a statement of summary of text 2. Think-Pair-Share the most shocking sentence--thesis 3. Whole group analysis— rhetorical techniques 4. Writing an imitation— discover how syntax, length of sentences, etc. affect effectiveness 5. Political cartoons as a tool to spark ideas for own satirical essay (collages and writing of essays Days 13-17) 	<p>How do syntax, length of sentence, placement of phrases or clauses and other elements affect desired emphasis by the author?</p>	<p>Literacy—Persuasive genre</p> <p>Evaluation moving to Creativity</p>	<p>Authenticity</p> <p>Personal Response</p> <p>Sense of Audience</p>	<p>Rewrites</p>
12	<p>D.1.d, E.a</p> <ol style="list-style-type: none"> 1. Reflect in journals upon their writing thus far 2. Author's Circles (Short, Harste, and Burke)—GP 	<p>What does it mean to be a good peer reviewer in Author's Circles?</p>	<p>PQP and Metacognition of use of process</p>	<p>Emotional/Intellectual Safety</p> <p>Sense of Audience</p> <p>Authenticity</p>	<p>Group Participation and collaboration Rubric</p> <p>Level of Engagement of reflection on process</p>

	and C Rubric and critiques				
	3. Spend any time left on making revisions to writing				

<p>13</p>	<p>Days 13-17 combined and ongoing</p> <p>B.1.a, B.2.c, B.3.d, B.4.a, B.4.d, B.4.f, B.5.a, B.5.b, B.5.c, B.5.d, B.5.e, B.5.f, B.6.a, B.6.b, B.6.c</p> <ol style="list-style-type: none"> 1. Presentation of a few collages 2. Student/Teacher writing conferences 3. Revision Checklist with stack of papers to be critiqued. Each paper must be critiqued by two people 	<p>Process Questions:</p> <ul style="list-style-type: none"> • What topic did you choose for you essay? • What part of the essay are you working on now? • What is the main thing you are trying to say? • Who is your reader? • What is your purpose for writing? • What attitude do you want your readers to have toward your topic? 	<p>Writer’s Workshop Modified</p>	<p>Novelty/Variety</p> <p>Sense of Audience</p> <p>Authenticity</p>	<p>Critiques</p> <p>Familiarity of Lingo on Revision of Checklist</p> <p>Finished Product—Collage and Essay</p>
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14	<p>Same as Day 13</p> <ol style="list-style-type: none"> 1. Collages 2. Conferencing 3. Critiqueing 4. Revising 	Ongoing	Ongoing	Ongoing	Ongoing
15	<p>Same as Day 13</p> <ol style="list-style-type: none"> 1. Collages 2. Conferencing 3. Critiqueing 4. Revising 	Ongoing	Ongoing	Ongoing	Ongoing
16	<p>Same as Day 13</p> <ol style="list-style-type: none"> 1. Collages 2. Conferencing 3. Revising/Sharing 	Have I effectively accomplished the indicators of the rubric?	Ongoing	Ongoing	Ongoing
17	<p>A.2.e, B.2.c (emphasis)</p> <ol style="list-style-type: none"> 1. Read aloud for fun time and sense of accomplishment 2. Comparison of texts accessed prior to discover similarities and effectiveness of author choices and style 	<ol style="list-style-type: none"> 1. How has satire evolved over time? 2. In what situations are satirical techniques frequently used? 3. <u>What elements of satire did I use in my</u> 	Effective Questioning	Ongoing	<p>Rubric/Finished Product</p> <p>Observational assessment of responses to effective questioning</p>

		<u>own</u> <u>writing?</u>			
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