UNIT 1 (Unit 2 embedded)
INTRODUCTION TO ENGLISH 12, TRIMESTER 1:
COMMUNICATION AT SCHOOL AND IN THE WORKPLACE and Embedded Research

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 12   **Unit Name:** **Communication at School and in the Workplace**

Quality Core Objectives:

Unit 1 Communication at School and in the Workplace		
A.5. Author's Voice and Method	a.	Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) 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.	Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a potential employer versus writing a college-entrance essay)
	c.	Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions
	d.	Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product
B.2. Modes of Writing for Different Purposes and	b.	Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples

	Audiences	e.	Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
B.3.	Organization, Unity, and Coherence	a.	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
		b.	Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
		c.	Add important information and delete irrelevant information and details to more clearly establish a central idea
		d.	Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
		e.	Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
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
		b.	Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
		c.	Use parallel structure to present items in a series and items juxtaposed for emphasis
		d.	Evaluate own sentence style by identifying common sentence patterns and constructions
		e.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
		f.	Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
		g.	Use strong action verbs, sensory details, vivid imagery, and precise words
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

C.	Research	d.	Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes
D.1.	Comprehension and Analysis	a.	Recognize the main ideas in a variety of oral presentations and draw valid conclusions
		e.	Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience
D.2.	Application	a.	Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
		b.	Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
		c.	Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
		f.	Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings

Purpose of the Unit:

This unit serves as the introduction to communication with an emphasis on the written and spoken word examining how author choice effectively or ineffectively strengthens purpose and audience.

Prerequisites:

The completion of 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	A.5.a 1. Discuss and Define the word "communication" 2. View "The Story of the Sign"http://www.youtube.com/watch?v=zyGEEamz7ZM 3. Form groups of 2 and make a list of as many ways that we use communication in school and the workplace as possible in 3 minutes And share whole group. 4. Share ex. On document camera of communication gone bad 5. Give students article to be "actively read" for homework—annotate by using questions, defining unknown vocab, emotional words, syntax or word choice that makes a deference.	1. "What is communication 2. "How important is good communication?"	http://www.ehow.com/way_5747498_high-yield-literacy-teaching-strategies.html Questioning Cooperative Learning Reinforcement and Recognition Homework	Emotional/Intellectual Safety Learning with others	Answering and sharing in whole group
2	B.6.a, D.1.e, secondary embedded reading skills 1. English Syllabus on Document	"What factors in written	Reading Strategies: skimming, vocab review, contextualizing and	Learning with others	Annotated articles

	Camera/Transparency 2. Notebook info and organization of writing folder 3. Small group/whole group examination of homework article—to include such items as word choice, syntax, hidden agendas 4. Index card exit slip—"How effective was this author's choices?"	communication play a part in impacting the tone and the mood of the audience?"	annotating	**Sense of Audience** **Authenticity**	
3	**B.4.d, B.4.f, B.6.a, B.6.b, B.6.c** **1.Benchmark test to determine Student Prior mastery and to drive instruction** **2.Notebooks—Write the greater portion of a page on any subject dear to heart—will be used to examine own writing convention use**	**What prior knowledge do I have of the process of communication?** **How effective is my own writing?**	**Reflection**	Personal Response Sense of Audience	Pretest on Nonfiction Reading with selected items covering the standards for this unit

4	**Ongoing from Day 3** 1. **Return homework with feedback—set goals for future reads—model good practice** 2. **Go over test allowing students to verbally reflect on holes in individual evaluations** 3. **Pair for homework— each student should read aloud his writing to his partner. The partner's role is to question issues that create confusion** 4. **Index card reflection on strengths and weaknesses of annotation of article, benchmark test and writing sample—ideas for improvement**	**What does good annotation or use of "active reading" skills look like?** **Where are my areas of learning needed to take place during this unit?**	**LTF—Principles of annotation and impact of syntax, usage and word choice**	**Personal Response** **Emotional/Intellectual Safety** **Sense of Audience**	*No new material taught*—reflection on index card exit slips **Items self-assessed are** 1. **Variety in sentence structure** 2. **Command and use of punctuation for effect** 3. **Clarity and Awareness of Audience**

	Writing to Demonstrate Learning				
5	**B.6.a, B.6.b, B.6.c** 1. **Impact of Punctuation Exercise – Individual Response (Appendex)** 2. **Mini Lecture on Comma usage and semicolons** 3. **Practice—Barron's <u>Grammar in Plain English</u> Packet—due on Day 7** 4. **Pairs of Students mimic opening activity by writing one or two items that could be misread due to punctuation with/without answers**	**What difference could a little comma make?**	**ACT** **High Yield—Homework and Practice**	**Sense of Audience** **Clear/Modeled Expectations**	**Observable Success in Initial Activity** **Practice**
6	**A.5.a, D.1.e** **1.Hook—"What is rhetoric?"** (in addition to helping to define rhetoric, this is a great connection to the	What is rhetoric?	Reinforcement and Recognition Reading Strategies--Literacy	**Emotional/Intellectual Safety** **Learning With Others**	**Journals**

history class **http://americanrhetoric.com/** May be prepared to be used with Turning Point **2.How important in the spoken word is author choice? Dennis Rodman blurb—students will compare the two (this may be done online or on paper with a venn diagram). Pairing is used if done on venn.** 3. **Using the "A Question of Ethics" as a nonfiction piece, students will quietly read the short essay. Using the Rhetoric questions, students should write brief answers in their journals.** 4. **Whole group discussion of what rhetoric is and how effectively is the rhetoric of Jane**				

	Goodall demonstrated?				
7	**D.1.a** **1. Clip of selected famous movie speeches** http://americanrhetoric.com/ **2.In a whole group discussion, evaluate the good, bad, and ugly of the speeches.** **3. Notes—What makes a good speech? Review of persuasive techniques** **4. Visit the top 100 speeches showing students the site for a future assignment—Listen to the teacher selected speech. Students at end of notes will apply conclusions by citing where items are found in speech worksheet.** **5. Hand out written transcript/PDF format. Homework -- read using "Interactive Notes"**	**What constitutes an awesome speech?**	Effective Questioning—higher order "Viewing for Meaning"	Authentic Novelty Modeled expectations	Worksheet
8	**A.5.a, B.6.a, D.1.e** **Hook: Role Playing for communication—may be tailored to the class (movies—price and 3D)** **1. Whole group discussion—What are**	How much do the author's choices affect the tone and purpose of the text?	Reinforcement and Recognition	Authenticity Personal Response	Observational Build it Annotation and Journal entry

	the different concerns of oral vs. written communication? 2.Ronald Reagan speech--#25 of top 100 speeches (traits of good speech, parts of speech, analysis of worked and what didn't work and why) 3.Individual Assessment of "Build it and they will come" and summary in Journal—growth assessment from 1st experience 4. Whole group share 5. Punctuation Practice				
9	B.6.a, B.6.b, D.1.e 1. Students will grade own practice work with commas and semicolons, asking questions and clarifying understanding of rules and application 2. Small group>Whole group discussion of what constitutes a great debate topic. "Please think outside of the box for interesting yet debatable topics." Generate a list of viable topics examining each for two sides and researchability. 3. Instructions as to what and how the written "speech" and "debate"	What are the traits of a "great" debatable topic?	College Readiness High Yield—Homework and Practice	Learning with others	Formative—Convention Practice

	will go and their value.				
10	**B.6.b** **1. Summative Assessment** **2. Instant Feedback for purpose of reteaching and 2nd Chance Test** **3. Onus is on students to organize themselves into groups of 3's and choose an interesting topic and challenge another group to a debate.** **3.Journal writing—metacognative/reflective look at the process of organization of debate**	Given a task, do I have the communication skills it takes to see it through to completion?	Collaboration and cooperative learning	Learning with others Emotional and intellectual safety Authenticity	Comma and Semicolon Assessment Journal
11	D.2.e 1. 2-3 share the exit journal entry 2. Direct Teaching of process of debate with roles and research requirements 3. Mini Debates/Resolve statements a. LOPC students have more privileges than traditional HS students b. FSHS students who attend BG must duplicate classes in English	What is involved in dabate?	Role Playing	Personal Response Authenticity	Debate Performance

	4. Arguments for admission to Computer Time				
12	**C.d** **Group Research in library** **(Choose a book for SSR)**	Individual Questions of Each Group (Facts, anecdotes, authoritative sources, literary/Biblical/historical quotations)		Novelty Choice Authenticity	Exit Check Off last five minutes of class
13	Same as Day 12 (Computer lab rather than library)				Argument and Counterargument list
14	B.1.b, B.3.e, B.2.b, B.4, B.5, B.6 1. Students will begin by listening to introductions to selected speeches 2. Identify Purpose and Audience and "must have" elements; then work to write an introduction 3. Students pair up to share for peer response 4. Continue to write individually	What are the needed elements in the introduction for my purpose and audience?	Writer's Workshop—conferencing Teacher and Peer(debate groups only) response/conferencing	Authenticity Emotional/Intellectual Safety Clear/Modeled Expectations	Writing/conferencing
15	B.2.b, B.3a-e, B.4.a-g, B.1.c 1. Word Cloud of Persuasive	Why should I feel concerned about the use of transitions?	Writer's Workshop	Clear/Modeled Expectations Sense of Audience	Use of transitions

	techniques to start discussion 2. Transitions—must demonstrate the use of at least 3 effective transitions within writing today. 3. Continue writing body of speech by incorporating points of arguments and supporting details 4. Use rubric				
16	**B.3.c,d, B.2.e** **1. Debate groups get together and read each others' speeches for clarity, suggestions. . .** **2. Assign roles to group members** **3. Choose the speech to be delivered** **4. 2nd speaker must outline with research expert a line of rebuttal**	**How effective is my own position paper and can I improve it?**	**Peer Response**	**Authenticity** **Novelty**	
17 and 18	**D.2.a, b, c and f** **Debate** **(GT student to MC and field questions)** **All students score and**	**What are my peers' main points and supporting details?**	**Lincoln-Douglas guidelines**	**Novelty**	**Score sheets**

	write down one question for one team or the other				
19	Computer Lab for Final Draft of Speech/Position Paper				

Position Paper--cool site for many, many things including notetaking, organization of time, quick tutorials for writing, etc.

UNITS for ACT'S Rigorous English 12 Adopted and Modified by Franklin-Simpson High School

ACT's rigorous English 12 course includes 7 instructional units. The unit topics are listed below:

Unit No.	Unit Topic
1st Trimester	
1	Introduction to English 12, Trimester 1: Communication at School and Workplace
2	Research
3	*Beowulf* and Literature
4	Beyond Good and Evil: A Study of Power and Society
2nd Trimester	
5	Introduction to English 12, Trimester 2: Commenting on Social Issues
6	Invisible Man
7	Frankenstein