

FALL UNIT ONE

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 1

RI/L.11-12.2
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.11-12.2
 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

SEPTEMBER 2015						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT ONE	7	8	9	10	11	Writing Task
<p>WEEK 1 Students will be able to analyze multiple themes in <i>The Wife of Bath's Tale</i> and analyze their development over the course of the text, including how the themes interact and advance one another.</p>	Teachers Report (No students)	<p>Inform students: By the end of this unit, students will write an expository piece of writing discussing how gender inequality is a worldwide issue and appears in many different forms. (RL.11-12.2, W.11-12.21-f, W.11-12.9a-b). The text of this unit focus on the conflict that women have to overcome, often as an oppressed community, as in these cases they are seen and treated as the "inferior sex."</p> <p>Required Text: "The Wife of Bath's Tale" Narrative Poem by Geoffrey Chaucer (pp. 77-88) Reading Skill: Summarize & annotation (p. 80) Writing Skill: Teach students how to cite textual evidence to support analysis of text</p>			Students will create a timeline-type of graphic organizer which traces the development of the themes over the course of <i>The Wife of Bath's Tale</i> , using evidence from the texts	
UNIT ONE	14	15	16	17	18	Discussion Task
<p>WEEK 2 Students will be able to determine the central idea(s) and write an effective summary of the text which highlights these ideas.</p>	Rosh Hashanah (Schools Closed)	<p>Suggested Text from Collections: "In a Scattered Protest, Saudi Women Grab the Wheel" (p. 123) Continue teaching students how to find and analyze the central idea(s) of a text, now with an inform</p> <p>Recommended Pacing: "When Students Struggle..." (p. 125)— Comprehension Support <u>Media-</u> "Saudi Women Defy Driving Ban," News Video, June 23, 2011; "When Students Struggle..."</p>			Using their annotated texts, students will summarize the key points of the fight for equality in Saudi Arabia in a presentation format.	
UNIT ONE	21	22	23	24	Bulletin Board Update 25	End-of-Unit Task
<p>WEEK 3 Students will be able to present an expository piece of writing which depicts the inequality amongst men and women in global society, based off of the texts used.</p>	<p>Students work on end-of-unit task: Write an expository piece on a local or school event (W. 11-12.2) Student Prompt: "This collection focuses on the conflict of gender inequality worldwide. Identify and analyze a local or school event that deals with the conflict of gender inequality. Choose a form of presentation that best helps you express the importance of this issue. (video, brochure, essay, etc.)"</p>		Yom Kippur (Schools Closed)	Eid al-Adha (Schools Closed)	Students complete end-of-unit task: Write an expository piece on a local or school event (W. 11-12.2)	Students will create a video/documentary/ brochure/explanatory essay on a local or school event.

FALL UNIT TWO

12th Grade ELA Curriculum & Assessment Calendar



OCTOBER 2015

Focus CCLS Standards of Unit 2

RI/L.11-12.6
 Assess how point of view or purpose shapes the content and style of a text.

W.11-12.5
 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.

UNIT TWO	28	29	30	1	2	Discussion Task
<p>WEEK 1</p> <p>Students will be able to analyze how an author's choice of language and structure in a text reveal their deeper purpose</p>	<p>Inform students: By the end of this unit, students will have developed and strengthened writing skills. The final product will be an argumentative essay or presentation. (W.11-12.5, W.11-12.1a-e). The texts of this unit focus on the themes of hatred and violence and how difficult it becomes to impede their negative and costly effects.</p> <p>Required Text: Speech "Tell Them Not to Kill Me" Short Story by Juan Rulfo (p. 369-375) Reading Skill: "When Students Struggle..." (p.372)- time sequence, Recommended Pacing: "To Challenge Students"- Analyze Perspective, p. 374, "Strategies for Annotation," p.376- Analyze Structure</p>					<p>Students will create, compare, and analyze two timelines based off of "Tell Them Not To Kill Me"— one in which the order of things are presented by the author and one in which things happen chronologically.</p>
UNIT TWO	5	6	7	8	9	Writing Task
<p>WEEK 2</p> <p>Students will be able to determine how an author uses figurative language and varying points of view in order to advance their purpose.</p>	<p>Suggested Text #1 from Collections: "Blocking the Transmission of Violence" Feature Article by Alex Koltowitz (p. 379-390) Teach students how an author can possibly draw a reader in and convince them of their argument(s). Recommended Pacing: "When Students Struggle..." (p.382)- Character tracker, "When Students Struggle..." (p. 386)— Connections, "To Challenge Students..."- Write About Risk (p. 387)</p> <p>Suggested Text from Collections #2: "Hatred" Poem by Wislawa Szymborska (p. 395-396) Teach students the general aspects of figurative language and specifically focus on personification. Recommended Pacing: "Collaborative Discussion"- imagery, p. 396, "Performance Task"- Writing Activity: Comparison, p. 397</p>					<p>Students will analyze various accounts of violence through news articles and determine how the author injects his or her own message in the text.</p>
UNIT TWO	12	13	14	15	Bulletin Board Update 16	End-of-Unit Task
<p>WEEK 3</p> <p>Students will analyze how the use of multiple points of view affects the tone and reveals the author's purpose in an informational text.</p>	<p>Students work on end-of-unit task: Develop and Strengthen Writing (W.11-12.5) Student Prompt: "The texts of this unit focus on the issues of violence and hatred in the United States. Some people would argue that violence is never-ending and an unavoidable process for humanity to face. However, some people continue to fight for peace on a day-to-day basis. Take on the point of view of one of the characters or authors that we've read this unit. Argue from that person's perspective and experiences whether or not violence is an inescapable part of humanity or not, using evidence from the text to support your claims.</p> <p>Columbus Day (Schools Closed)</p>					<p>Students will take on the point of view of one of the authors they have read this unit and argue their perspective, using evidence from the text and supplementary, pre-researched materials.</p>

FALL UNIT THREE

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 3

RI.11-12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format

OCTOBER 2015						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment
UNIT THREE	19	20	21	22	23	Discussion
<p>WEEK 1</p> <p>Students will be able to identify and analyze the claims that MLK presents in his argument and the evidence he uses to support them.</p>	<p>Inform students: By the end of this unit, students will gather relevant evidence from multiple sources in order to write an argument to support claims and analysis. (W.11-12.1a-e, W.11-12.4, W.11-12.8). The texts of this unit explore the issues surrounding war, specifically the Vietnam War and its monetary, costly effects on the impoverished.</p> <p>Reference Guide: "Recognizing Persuasive Techniques" (pp. R17 in back of the book).</p> <p>Required Text: "Speech on the Vietnam War," 1967, Speech by Martin Luther King Jr. (p. 151-164, II. 1-138)</p> <p>Reading Skill: "When Students Struggle..." (p. 154), Analyzing the Text- questions #1-2 (p. 166), Performance Task- Writing Activity Review – "Identify the purpose of the argument and its major points. Then evaluate the evidence presented and the logic of the conclusion reached."</p> <p>Reading Skill: "Delineate and Evaluate an Argument: Inductive Reasoning" – Reteach, p. 168a</p> <p>Reading Skill: Practice and Apply "Strategies for Evaluating an Argument" (pp. R22 in back of the book)</p>					<p>Students will choose one of MLK's seven reasons for giving his argument and prepare a presentation on whether or not it is adequately reasoned and supported with evidence. These presentations will vary depending on the students' personal interests and learning styles.</p>
UNIT TWO	26	27	28	29	30	Writing Task
<p>WEEK 2</p> <p>Students will analyze and evaluate MLK's use of reasoning, determine which of Aristotle's appeals in arguments are used (ethos, logos, and pathos) and determine if he uses fallacious reasoning.</p>	<p>Required Text: "Speech on the Vietnam War," 1967, Speech by Martin Luther King Jr. (p. 151-164, II. 140-539)</p> <p>Reading Skill: "When Students Struggle..." (p. 158), "Delineate and Evaluate an Argument: Inductive Reasoning" (p. 157-164, questions in "Close Read")</p> <p>Reading Skill: "Delineate and Evaluate an Argument: Inductive Reasoning" (p. 165) <i>Have students think about the evidence the author has presented and discuss whether they feel the evidence is valid, relevant, and sufficient citing at least three details from the text to support their ideas</i></p> <p>Students should use this resource when working on their end-of-unit task, with a new text "People and Peace, not Profits and War"</p> <p>Reading Skill: Practice and Apply "Evaluating an Argument" (pp. R20-21 in back of the book)</p>					<p>Students will re-shape MLK's argument into one of the other form of Aristotelian appeals that he does not use in a specific section. Students will then share their arguments and peer evaluate each others' arguments.</p>
NOVEMBER 2015						
UNIT THREE	2	3	4	5	Bulletin Board Update 6	End-of-Unit
<p>WEEK 3</p> <p>Students will be able to delineate the basic parts of Chisholm's argument with as much independence as possible</p>	<p>Staff Development Day</p> <p>Students work on end-of-unit task: Write an Argument (W.11-12.8)</p> <p>Student Prompt: "In her speech "People and Peace, not Profits and War," Shirley Chisholm argues that money is unnecessarily being used on the Vietnam War, when the citizens of the United States have more pressing issues to deal with, such as education and poverty assistance. In a class-wide debate, argue whether or not her argument is valid or not, using evidence from the text to support your claims. Recommended texts for essay: Argument "People and Peace, not Profits and War" (Close Reader, pp. 317-321), Argument "Speech on the Vietnam War" (Collections pp. 151-164)</p>					<p>Class-wide debate: Students will analyze both MLK and Chisholm's argument and argue for or against their validity and strength.</p>

FALL UNIT FOUR

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 4

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

NOVEMBER 2015

Learning Objective	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT FOUR	9	10	11	12	13	Discussion Task
WEEK 1 Students will be able to find reliable and credible sources of information to use in a high-quality research project.		Parent Teacher Night 1/2 Day	Veteran's Day			Students will independently find at least one to two sources for their research project that are considered strong and credible from a scholarly database.
	Inform students: By the end of this unit, students will conduct a short research project. (W.11-12.7). The texts of this unit relate to poverty in the United States and how they ultimately are one of many roots of the escalating problem of global violence. Required Text: "Third World America," Photojournalism by Alison Wright Recommended Pacing: "When Students Struggle..." (p. 215), "Integrate and Evaluate Information" (p. 216), "Determine Author's Purpose" (p. 216a), Recommended Text: "Imagine the Angels of Bread," Poem by Martin Espada Recommended Pacing: "When Students Struggle..."(p. 219), "Performance Task"— Writing Activity: Poem (p. 220) Students should make connections between the two texts and ultimately help guide their research. After this, students should begin finding sources for their research. It is recommended that students use the Opposing Viewpoints database. < http://ic.galegroup.com.w.ezproxy.nypl.org/ic/ovic/?p=OVIC&u=nypl >					
UNIT FOUR	16	17	18	19	20	Writing Task
WEEK 2 Students will be able to analyze 2-4 sources in order to find credible and reliable evidence from each specific text.	Recommended: This week, students should begin working on the heart of their research- extrapolating strong and credible evidence from the sources they find and integrating it together in a rough draft of their project. Students, at this point, should have found at least three credible sources to use for their research. Students should begin working on a claim for their entire research projects. After this, they should find data or evidence to support their claim(s) from the sources they've found. Next, students should establish their reasoning as to why this evidence is particularly powerful in supporting their claim. All of this information should be enough to compile a rough draft of the student's research project.					Using notecards, students will independently sort the information from the various sources they are using into degrees of strength (weak, medium, strong) and integrate that information into a rough draft of a research project.
	UNIT FOUR					
WEEK 3 Students will be able to integrate information from a number of sources in order to create a research project of their choosing.	23	24	Bulletin Board Update 25	26	27	End-of-Unit Task
	Thanksgiving Break					Thanksgiving Break
Students work on end-of-unit task: Conduct Research (W.11-12.7) Conduct Research p. R8-11 (back of the book) Student Prompt: "Throughout time, violence has been a core problem that has plagued human existence, but what is the main reason people fight? Investigate one of the roots of violence that exist in our society (poverty, sexism, homophobia, genocide, religious conflict, etc.). Analyze this issue in a through and well-sustained research project."						

FALL UNIT FIVE

12th Grade ELA Curriculum & Assessment Calendar



DECEMBER 2015						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT FIVE	30	1	2	3	4	Discussion Task
WEEK 1 Students will be able to compare and contrast the treatment of character depiction in the text version of <i>Hamlet</i> against the film version.	Inform students: By the end of this unit, students will compare and contrast Shakespeare's original <i>Hamlet</i> with the 1996 version and analyze the differences in the manner in which they both develop characters, flesh out themes, and use language to reveal author's purpose. The texts of this unit explores the nature of revenge and the difficulty in reconciliation. (In Unit 5, all ELA classes across grades 9-12 at 754X will study classic works by Shakespeare). Required Text: Play "Hamlet" by William Shakespeare Recommended Pacing: Act I, scene V (p. 256-261) "To Challenge Students..." (p. 257), "Determine Themes" box (p. 257) Reading Skill: Teach into annotation and character development with "Strategies for Annotation" (p. 258) Reading Skill: Teach into soliloquy with lines 391-395, in Act III, scene ii (p. 354) Recommendation: If students struggle with the 1996 version of "Hamlet," use the 2011 adaptation to assist students' understanding.					Students will engage in a "Socratic seminar" styled discussion about the types of characters involved in <i>Hamlet</i> and how they are depicted differently in the text and film versions.
UNIT FIVE	7	8	9	10	11	Discussion Task
WEEK 2 Students will be able to compare and contrast how the author/director depicts the themes involved in <i>Hamlet</i> in both the text and film version, including how they use language to illuminate their importance.	Recommendation: Show the modern-day movie (1996) of Act III, Scene iii, where Claudius is praying for forgiveness in the chapel. Required Text: Play "Hamlet" by William Shakespeare Recommended Pacing: Act III, scene iii (p. 301-302) Recommended Pacing: "To Challenge Students..." (p. 301), "Analyze Language: Soliloquy" box (p. 301), "Analyze Language" (p. 301), "Analyze Language: Soliloquy" box (p. 300), "When Students Struggle..." (p.302) Reading Skill: Teach into soliloquy with lines 391-395, in Act III, scene ii (p. 354)					Students will continue their discussion of <i>Hamlet</i> , engaging in a class-wide debate over the character of Hamlet and his involvement in the number of emerging themes in the tragedy.
UNIT FIVE	14	15	16	17	18	End-of-Unit Task
WEEK 3 Students will be able to compare and contrast Shakespeare's purpose and message in <i>Hamlet</i> , including how he uses language against that of the director of the film version of <i>Hamlet</i> .	Recommendation: Show the modern-day movie (1996) of Act V, scene ii, the ending of the tragedy, where Hamlet and Laertes duel. Required Text: Play "Hamlet" by William Shakespeare Recommended Pacing: Act V, Scene ii (p. 341-353) Recommended Pacing: "To Challenge Students..." (p. 340), "Analyze Point of View: Satire" box (p. 343), "When Students Struggle..." (p. 345), "Strategies for Annotation- Determine Figurative Meanings" (p. 347), "Analyze Point of View: Irony" box (p.349), "Determine Figurative Meanings" (p. 351), "Analyze Drama Elements: Foil" box (p. 353)					Students will take a Regents-styled examination, complete with a critical lens essay, centered on the themes in <i>Hamlet</i> .
UNIT FIVE	21	22	Bulletin Board Update 23	25	26	End-of-Unit Task
WEEK 3 continued Students will be able to compare and contrast Shakespeare's purpose and message in <i>Hamlet</i> , including how he uses language against that of the director of the film version of <i>Hamlet</i> .	Students work on end-of-unit task: Regents-styled Examination In order to prepare for the upcoming Regent Exams in January, students will take a comprehensive examination styled similarly to the Common Core ELA Regents— with 3 separate sections, a multiple choice reading comprehension section, and two shorter writing sections, one specifically related to argumentative writing. It should be noted that all of these questions should be focused around reading standards 9 & 4, using <i>Hamlet</i> as a text where necessary.					Students will take a Regents-styled examination, complete with a critical lens essay, centered on the themes in <i>Hamlet</i> . n/a

Focus CCLS Standards of Unit 5

RL.11-12.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone

W.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

FALL UNIT SIX

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 6

RL.11-12.3
 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.11-12.6
 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

JANUARY 2016						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT SIX	4	5	6	7	8	Discussion Task
WEEK 1 Students will be able to determine how an author makes certain choices in order to develop their characters.	Inform students: By the end of this unit, students will use technology to conduct and electronically publish short research. (W.11-12.9, W.11-12.7). Required Text: "Ile" Drama by Eugene O'Neill (p.47-59) Recommended Pacing: "Analyze Drama Elements: Symbol" (p. 48), "Analyze Drama Elements: Conflict" (p. 48), "Analyze Drama Elements: Conflict" (p.49), "Strategies for Annotation" (p. 50), "Analyze Drama Elements: Character" box (p. 50), "Analyze Drama Elements" box (p.50), "Analyze Drama Elements: Character" box (p.51), "When Students Struggle..." (p. 54), "To Challenge Students..." (p. 57), "Analyze Drama Elements: Character" box (p. 57), "When Students Struggle..." (p. 58), "To Challenge Students..." (p. 59), Strategies for Annotation" (p. 60)					Students will break up into groups, discussing both the structure and character development of "Ile" and jigsaw the information from their separate groups.
UNIT SIX	11	12	13	14	15	Writing Task
WEEK 2 Students will be able to trace the development of characters and how they develop the themes in <i>Animal Farm</i> .	Recommended Text: "Animal Farm" Novel by George Orwell Recommended Pacing: Chapters 1-2, 9-10 Teach students the "macro" level of Orwell's "Animal Farm" and how it ultimately is an allegory for Stalinism. Teach students how characters in a text can symbolize larger ideas, such as selfishness or hypocrisy. Students should then be able to identify which characters represent which ideas and trace the development of inequality and conflict as it develops in these chapters.					Students will prepare a visual presentation of one character as a symbol, using textual evidence to support their claims.
UNIT SIX	18	19	20	21	Bulletin Board Update 22	End-of-Unit Task
WEEK 3 Students will use technology to publish research projects	Martin Luther King Day Students work on unit task: Presentation using technology to publish work (W.11-12.6) Student Prompt: "This unit, both Orwell and O'Neill introduced characters that represent larger, societal issues in their respective worlds. Using a technological aspect of your choice (powerpoint, video, Prezi, Google Docs, etc.), prepare a presentation in which you inform the audience of two characters (that we haven't discussed) as symbols in the text. The presentation must be well thought-out and visually appealing, as it should capture the attention of your audience."					Students will create a presentation using technology, discussing the symbolism of certain characters in O'Neill and Orwell's works.
	25	26	27	28	29	
Regents Week						

SPRING UNIT ONE

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 1

RI/L.11-12.2
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.11-12.2
 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

FEBRUARY 2015						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT ONE	1	2	3	4	5	Discussion Task
<p>WEEK 1 Students will be able to analyze multiple themes in <i>The Wife of Bath's Tale</i> and analyze their development over the course of the text, including how the themes interact and advance one another.</p>	<p>Inform students: By the end of this unit, students will write an expository piece of writing discussing how gender inequality is a worldwide issue and appears in many different forms. (RL.11-12.2, W.11-12.21-f, W.11-12.9a-b). The text of this unit focus on the conflict that women have to overcome, often as an oppressed community, as in these cases they are seen and treated as the "inferior sex."</p> <p>Required Text: "The Wife of Bath's Tale" Narrative Poem by Geoffrey Chaucer (pp. 77-88) Reading Skill: Summarize & annotation (p. 80) Writing Skill: Teach students how to cite textual evidence to support analysis of text</p>					<p>Students will create a timeline-type of graphic organizer which traces the development of the themes over the course of <i>The Wife of Bath's Tale</i>, using evidence from the texts</p>
UNIT ONE	8	9	10	11	12	Writing Task
	Lunar New Year (no school)					
<p>WEEK 2 Students will be able to determine the central idea(s) and write an effective summary of the text which highlights these ideas.</p>	<p>Suggested Text from Collections: "In a Scattered Protest, Saudi Women Grab the Wheel" (p. 123-127) Continue teaching students how to find and analyze the central idea(s) of a text, now with an informational text.</p> <p>Recommended Pacing: "When Students Struggle..." (p. 125)— Comprehension Support Media- "Saudi Women Defy Driving Ban," News Video, June 23, 2011; "When Students Struggle..." (p. 128)— Concept Support</p>					<p>Using their annotated texts, students will summarize the key points of the fight for equality in Saudi Arabia in a presentation format.</p>
	15	16	17	18	19	
	Mid-Winter Recess					
UNIT ONE	22	23	24	25	Bulletin Board Update 26	End-of-Unit Task
<p>WEEK 3 Students will be able to present an expository piece of writing which depicts the inequality amongst men and women in global society, based off of the texts used.</p>	<p>Students work on end-of-unit task: Write an expository piece on a local or school event (W. 11-12.2) Student Prompt: "This collection focuses on the conflict of gender inequality worldwide. Identify and analyze a local or school event that deals with the conflict of gender inequality. Choose a form of presentation that best helps you express the importance of this issue. (video, brochure, essay, etc.)"</p>					<p>Students will create a video/documentary/ brochure/explanatory essay on a local or school event.</p>

SPRING UNIT TWO

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 2

RI/L.11-12.6
 Assess how point of view or purpose shapes the content and style of a text.

W.11-12.5
 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.

MARCH 2015						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT TWO	29	1	2	3	4	Discussion Task
WEEK 1 Students will be able to analyze how an author's choice of language and structure in a text reveal their deeper purpose	Inform students: By the end of this unit, students will have developed and strengthened writing skills. The final product will be an argumentative essay or presentation. (W.11-12.5, W.11-12.1a-e). The texts of this unit focus on the themes of hatred and violence and how difficult it becomes to impede their negative and costly effects. Required Text: Speech "Tell Them Not to Kill Me" Short Story by Juan Rulfo (p. 369-375) Reading Skill: "When Students Struggle..." (p 372)- time sequence, Recommended Pacing: "To Challenge Students"- Analyze Perspective, p. 374, "Strategies for Annotation," p. 376- Analyze Structure					Students will create, compare, and analyze two timelines based off of "Tell Them Not To Kill Me" — one in which the order of things are presented by the author and one in which things happen chronologically. on p. 53
UNIT TWO	7	8	9	10	11	Writing Task
WEEK 2 Students will be able to determine how an author uses figurative language and varying points of view in order to advance their purpose.	Parent Teacher Night 1/2 Day Suggested Text #1 from Collections: "Blocking the Transmission of Violence" Feature Article by Alex Koltowitz (p. 379-390) Teach students how an author can possibly draw a reader in and convince them of their argument(s). Recommended Pacing: "When Students Struggle..." (p.382)- Character tracker, "When Students Struggle..." (p. 386)— Connections, "To Challenge Students..."- Write About Risk (p. 387) Suggested Text from Collections #2: "Hatred" Poem by Wislawa Szymborska (p. 395-396) Teach students the general aspects of figurative language and specifically focus on personification. Recommended Pacing: "Collaborative Discussion"- imagery, p. 396, "Performance Task"- Writing Activity: Comparison, p. 397					Students will analyze various accounts of violence through news articles and determine how the author injects his or her own message in the text.
UNIT TWO	14	15	16	17	Bulletin Board Update	18 End-of-Unit Task
WEEK 3 Students will analyze how the use of multiple points of view affects the tone and reveals the author's purpose in an informational text.	Students work on end-of-unit task: Develop and Strengthen Writing (W.11-12.5) Student Prompt: "The texts of this unit focus on the issues of violence and hatred in the United States. Some people would argue that violence is never-ending and an unavoidable process for humanity to face. However, some people continue to fight for peace on a day-to-day basis. Take on the point of view of one of the characters or authors that we've read this unit. Argue from that person's perspective and experiences whether or not violence is an inescapable part of humanity or not, using evidence from the text to support your claims.					Students will take on the point of view of one of the authors they have read this unit and argue their perspective, using evidence from the text and supplementary, pre-researched materials.

SPRING UNIT THREE

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 3

RI.11-12.8
 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.11-12.8
 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format

MARCH 2015

Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment
UNIT THREE	21	22	23	24	25	Discussion Task
					Good Friday (No School)	
<p>WEEK 1 Students will be able to identify and analyze the claims that MLK presents in his argument and the evidence he uses to support them.</p>	<p>Inform students: By the end of this unit, students will gather relevant evidence from multiple sources in order to write an argument to support claims and analysis. (W.11-12.1a-e, W.11-12.4, W.11-12.8). The texts of this unit explore the issues surrounding war, specifically the Vietnam War and its monetary, costly effects on the impoverished.</p> <p>Reference Guide: "Recognizing Persuasive Techniques" (pp. R17 in back of the book). Required Text: "Speech on the Vietnam War," 1967, Speech by Martin Luther King Jr. (p. 151-164, II. 1-138) Reading Skill: "When Students Struggle..." (p. 154), Analyzing the Text- questions #1-2 (p. 166), Performance Task- Writing Activity Review— "Identify the purpose of the argument and its major points. Then evaluate the evidence presented and the logic of the conclusion reached." Reading Skill: "Delineate and Evaluate an Argument: Inductive Reasoning"— Reteach, p. 168a Reading Skill: Practice and Apply "Strategies for Evaluating an Argument" (pp. R22 in back of the book)</p>					<p>Students will choose one of MLK's seven reasons for giving his argument and prepare a presentation on whether or not it is adequately reasoned and supported with evidence. These presentations will vary depending on the students' personal interests and learning styles.</p>

APRIL 2015

UNIT THREE	28	29	30	31	1	Writing Task
<p>WEEK 2 Students will analyze and evaluate MLK's use of reasoning, determine which of Aristotle's appeals in arguments are used (ethos, logos, and pathos) and determine if he uses fallacious reasoning.</p>	<p>Required Text: "Speech on the Vietnam War," 1967, Speech by Martin Luther King Jr. (p. 151-164, II. 140-539) Reading Skill: "When Students Struggle..." (p. 158), "Delineate and Evaluate an Argument: Inductive Reasoning" (p. 157-164, questions in "Close Read") Reading Skill: "Delineate and Evaluate an Argument: Inductive Reasoning" (p. 165) <i>Have students think about the evidence the author has presented and discuss whether they feel the evidence is valid, relevant, and sufficient citing at least three details from the text to support their ideas</i> Students should use this resource when working on their end-of-unit task, with a new text "People and Peace, not Profits and War" Reading Skill: Practice and Apply "Evaluating an Argument" (pp. R20-21 in back of the book)</p>					<p>Students will re-shape MLK's argument into one of the other form of Aristotelian appeals that he does not use in a specific section. Students will then share their arguments and peer evaluate each others' arguments.</p>
UNIT THREE	4	5	6	7	Bulletin Board Update	8
<p>WEEK 3 Students will be able to delineate the basic parts of Chisholm's argument with as much independence as possible</p>	<p>Students work on end-of-unit task: Write an Argument (W.11-12.8) Student Prompt: "In her speech "People and Peace, not Profits and War," Shirley Chisholm argues that money is unnecessarily being used on the Vietnam War, when the citizens of the United States have more pressing issues to deal with, such as education and poverty assistance. In a class-wide debate, argue whether or not her argument is valid or not, using evidence from the text to support your claims." Recommended texts for essay: Argument "People and Peace, not Profits and War" (Close Reader, pp. 317-321), Argument "Speech on the Vietnam War" (Collections pp. 151-164)</p>					<p>Class-wide debate: Students will analyze both MLK and Chisholm's argument and argue for or against their validity and strength.</p>

SPRING UNIT FOUR

12th Grade ELA Curriculum & Assessment



Calendar

Focus CCLS Standards of Unit 4

RI.11-12.7
 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

W.11-12.7
 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

APRIL 2015						
Learning Objective	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT FOUR	11	12	13	14	15	Discussion Task
<p>WEEK 1 Students will be able to find reliable and credible sources of information to use in a high-quality research project.</p>	<p>Inform students: By the end of this unit, students will conduct a short research project. (W.11-12.7). The texts of this unit relate to poverty in the United States and how they ultimately are one of many roots of the escalating problem of global violence.</p> <p>Required Text: "Third World America," Photojournalism by Alison Wright Recommended Pacing: "When Students Struggle..." (p. 215), "Integrate and Evaluate Information" (p. 216), "Determine Author's Purpose" (p. 216a),</p> <p>Recommended Text: "Imagine the Angels of Bread," Poem by Martin Espada Recommended Pacing: "When Students Struggle..."(p. 219), "Performance Task"— Writing Activity: Poem (p. 220)</p> <p>Students should make connections between the two texts and ultimately help guide their research. After this, students should begin finding sources for their research. It is recommended that students use the Opposing Viewpoints database. < http://ic.galegroup.com.w.ezproxv.nvpl.org/ic/ovic/?p=OVIC&u=nvpl></p>					<p>Students will independently find at least one to two sources for their research project that are considered strong and credible from a scholarly database.</p>
UNIT FOUR	18	19	20	21	22	Writing Task
<p>WEEK 2 Students will be able to analyze 2-4 sources in order to find credible and reliable evidence from each specific text.</p>	<p>Recommended: This week, students should begin working on the heart of their research- extrapolating strong and credible evidence from the sources they find and integrating it together in a rough draft of their project.</p> <p>Students, at this point, should have found at least three credible sources to use for their research. Students should begin working on a claim for their entire research projects. After this, they should find data or evidence to support their claim(s) from the sources they've found. Next, students should establish their reasoning as to why this evidence is particularly powerful in supporting their claim. All of this information should be enough to compile a rough draft of the student's research project.</p>					<p>Using notecards, students will independently sort the information from the various sources they are using into degrees of strength (weak, medium, strong) and integrate that information into a rough draft of a research project.</p>
	25	26	27	28	28	
Spring Recess (Schools Closed)						
MAY 2015						
UNIT FOUR	2	3	4	5	Bulletin Board Update	End-of-Unit Task
<p>WEEK 3 Students will be able to integrate information from a number of sources in order to create a research project of their choosing.</p>	<p>Students work on end-of-unit task: Conduct Research (W.11-12.7) Conduct Research p. R8-11 (back of the book) Student Prompt: "Throughout time, violence has been a core problem that has plagued human existence, but what is the main reason people fight? Investigate one of the roots of violence that exist in our society (poverty, sexism, homophobia, genocide, religious conflict, etc.). Analyze this issue in a through and well-sustained research project."</p>					<p>Students will investigate one of the roots of violence throughout the word in a thorough research project.</p>

SPRING UNIT FIVE

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 5

RL.11-12.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone

W.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

MAY 2015

Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT FIVE	9	10	11	12	13	Discussion Task
<p>WEEK 1</p> <p>Students will review how to analyze central ideas and author's use of metaphors and similes on tone of a given text. Also, students will be able to analyze how a modern artist draws on and transforms source material for a new artistic expression.</p>	<p>Inform students: By the end of this unit, students will compare and contrast Shakespeare's original <i>Hamlet</i> with the 1996 version and analyze the differences in the manner in which they both develop characters, flesh out themes, and use language to reveal author's purpose. The texts of this unit explores the nature of revenge and the difficulty in reconciliation. (In Unit 5, all ELA classes across grades 9-12 at 754X will study classic works by Shakespeare).</p> <p>Required Text: Play "Hamlet" by William Shakespeare Recommended Pacing: Act I, scene V (p. 256-261)</p> <p>"To Challenge Students..." (p. 257), "Determine Themes" box (p. 257) Reading Skill: Teach into annotation and character development with "Strategies for Annotation" (p. 258) Reading Skill: Teach into soliloquy with lines 391-395, in Act III, scene ii (p. 354)</p> <p>Recommendation: If students struggle with the 1996 version of "Hamlet," use the 2011 adaptation to assist students' understanding.</p>					<p>Students will engage in a "Socratic seminar" styled discussion about the types of characters involved in <i>Hamlet</i> and how they are depicted differently in the text and film versions.</p>
UNIT FIVE	16	17	18	19	20	Writing Task
<p>WEEK 2</p> <p>Students will be able to compare and contrast how the author/director depicts the themes involved in <i>Hamlet</i> in both the text and film version, including how they use language to illuminate their importance.</p>	<p>Recommendation: Show the modern-day movie (1996) of Act III, Scene iii, where Claudius is praying for forgiveness in the chapel.</p> <p>Required Text: Play "Hamlet" by William Shakespeare; Recommended Pacing: Act III, scene iii (p. 301-302) Recommended Pacing: "To Challenge Students..." (p. 301), "Analyze Language: Soliloquy" box (p. 301), "Analyze Language" (p. 301), "Analyze Language: Soliloquy" box (p. 300), "When Students Struggle..." (p.302) Reading Skill: Teach into soliloquy with lines 391-395, in Act III, scene ii (p. 354) <u>Recommendation:</u> Show the modern-day movie (1996) of Act V, scene ii, the ending of the tragedy, where Hamlet and Laertes duel.</p> <p>Required Text: Play "Hamlet" by William Shakespeare; Recommended Pacing: Act V, Scene ii (p. 341-353) Recommended Pacing: "To Challenge Students..." (p. 340), "Analyze Point of View: Satire" box (p. 343), "When Students Struggle..." (p. 345), "Strategies for Annotation- Determine Figurative Meanings" (p. 347), "Analyze Point of View: Irony" box (p.349), "Determine Figurative Meanings" (p. 351), "Analyze Drama Elements: Foil" box (p. 353)</p>					<p>Students will continue their discussion of <i>Hamlet</i>, engaging in a class-wide debate over the character of Hamlet and his involvement in the number of emerging themes in the tragedy.</p>
UNIT FIVE	23	24	25	26	27	End-of-Unit Task
<p>WEEK 3</p> <p>Students will be able to compare and contrast Shakespeare's purpose and message in <i>Hamlet</i>, including how he uses language against that of the director of the film version of <i>Hamlet</i>.</p>	<p>Students work on end-of-unit task: Regents-styled Examination</p> <p>In order to prepare for the upcoming Regent Exams in January, students will take a comprehensive examination styled similarly to the Common Core ELA Regents— with 3 separate sections, a multiple choice reading comprehension section, and two shorter writing sections, one specifically related to argumentative writing. It should be noted that all of these questions should be focused around reading standards 9 & 4, using <i>Hamlet</i> as a text where necessary.</p>					<p>Students will take a Regents-styled examination, complete with a critical lens essay, centered on the themes in <i>Hamlet</i>. n/a</p>

SPRING UNIT SIX

12th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 6

RL.11-12.3
 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.11-12.6
 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

JUNE 2015						
Learning Objectives	Monday	Tuesday	Wednesday	Thursday	Friday	Assessment Schedule
UNIT SIX	30 Memorial Day (Schools Closed)	31	1	2	3	Discussion Task
WEEK 1 Students will be able to determine how an author makes certain choices in order to develop their characters	<p>Inform students: By the end of this unit, students will use technology to conduct and electronically publish short research. (W.11-12.9, W.11-12.7).</p> <p>Required Text: "Ile" Drama by Eugene O'Neill (p.47-59)</p> <p>Recommended Pacing: "Analyze Drama Elements: Symbol" (p. 48), "Analyze Drama Elements: Conflict" (p. 48), "Analyze Drama Elements: Conflict" (p.49), "Strategies for Annotation" (p. 50), "Analyze Drama Elements: Character" box (p. 50), "Analyze Drama Elements" box (p.50), "Analyze Drama Elements: Character" box (p.51), "When Students Struggle..." (p. 54), "To Challenge Students..." (p. 57), "Analyze Drama Elements: Character" box (p. 57), "When Students Struggle..." (p. 58), "To Challenge Students..." (p. 59), Strategies for Annotation" (p. 60)</p> <p>Recommended Text: "Animal Farm" Novel by George Orwell</p> <p>Recommended Pacing: Chapters 1-2, 9-10; Teach students the "macro" level of Orwell's "Animal Farm" and how it ultimately is an allegory for Stalinism. Teach students how characters in a text can symbolize larger ideas, such as selfishness or hypocrisy. Students should then be able to identify which characters represent which ideas and trace the development of inequality and conflict as it develops in these chapters.</p>					Students will break up into groups, discussing both the structure and character development of "Ile" and jigsaw the information from their separate groups.
UNIT SIX	6	7	8	9	10	End-of-Unit Task
WEEK 2 Students will use technology to publish research projects	<p>Students work on unit task: Presentation using technology to publish work (W.11-12.6)</p> <p>Student Prompt: "This unit, both Orwell and O'Neill introduced characters that represent larger, societal issues in their respective worlds. Using a technological aspect of your choice (powerpoint, video, Prezi, Google Docs, etc.), prepare a presentation in which you inform the audience of two characters (that we haven't discussed) as symbols in the text. The presentation must be well thought-out and visually appealing, as it should capture the attention of your audience." "</p>					Students will create a presentation using technology, discussing the symbolism of certain characters in O'Neill and Orwell's works.
	13	14	15	16	17	
	Clerical Duties 1/2 Day	Regents Week				
	20	21	22	23	24	
	Regents Week			Regents Rating Day		
	27	28				
		Last Day For All Students 1/2 Day				