

FRANCIS LEWIS HIGH SCHOOL

ENGLISH LANGUAGE ARTS CURRICULUM

GRADE 12, UNIT 1 LEGACY

Essential Question: How is a legacy created?

Guiding Questions: (content, process, metacognitive)

Content:

- How does the past shape the future?
- Is an inherited or family legacy a gift or a burden?
- What is your legacy?

Process:

- How does the citation of strong and thorough textual evidence support your analysis of what the text says explicitly? What inferences can be drawn from the text? (RL1)
- How do the themes and central ideas develop over the course of the text? (RL 2)
- How are elements used within the story and why? (RL3)
- How does the work (literary or informational text) connect to other texts, ideas, cultural perspectives, eras, personal events and situations? (RL9)
- What writing techniques are necessary for creating a research paper? (W2)
- How can we effectively organize and revise our work for a specific purpose and audience? (W4,5; SL4)
- In what ways does technology assist us in the reflection process and our writing? (W6)
- How can participating in a range of collaborative discussions help us build on others' ideas and express our own clearly and persuasively? (SL1)
- What resources do you use to address the conventions of English grammar and usage when writing and preparing a speech? (L1,2)
- Why is word choice and syntax important in writing and speaking? (L 3,4,6)
- Why does an author incorporate figures of speech in his writing? (L5)

Metacognitive:

- Is it possible for you to escape the legacies of your parents or ancestors?
- How do you overcome the pressures of society to assimilate while still maintaining your heritage?
- Did reading other people's perspectives affect your understanding?
- How do discussions with your peers influence your own ideas?

Standards:

Reading Literature

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

- Self-select text to respond and develop innovative perspectives.
- Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Writing

1. 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.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)
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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 68.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

- Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
- Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.

- Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as

- a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STEP 2: ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will...

1. **Submit Summer Journal Reading Entries**
2. **Create an argument essay about the meaning of legacy.** Students will:
 - formulate their argument (what legacies means to the student, how legacies is portrayed in literature, and how society views legacies)
 - take notes to support their claim.
 - use at least three quotes from literary work.
 - engage in peer review to revise their drafts. (W 1, 4, 5, 8, 9; RI 1, 7; L 1, 2, 3, 4, 6)
3. **Create an informative essay analyzing the relationship between the historical time period, the lives of the writer, and the influence/impact that this story has on readers/society.**

Other Assessments (Diagnostic, Formative, Summative):

Summative assessments listed above in yellow.

Diagnostic and Formative assessments are in blue in the Teaching and Learning Plan below.

Key assessments include **a reflective paper on summer reading assignments** and **a diagnostic exam on reading and writing skills (SAT practice).**

Traditional assessments, such as vocabulary quizzes and literary or informational content exams, may also be implemented within the unit.

STEP 3: TEACHING AND LEARNING PLAN

Teaching and Learning Activities: Students will...

1. W1. Define legacy. Students will define individually and then discuss in class. (SL1,4)
2. Students will be able to create a list of famous people who left significant legacies. Students will need to choose which individual they identify with most and explain why (W4;L1,2)
3. Students will visit the library for research lesson and to gather information for their paper.
4. Students will learn how to format academic projects using resources such as online writing labs from the following: Purdue University, Queensborough Community College, and University of Virginia.
5. Students will then create an MLA research paper using checklist, timeline, rubric, and specific technology and software (W 3).
6. Peer editing using checklist distributed in class. (RL 11; W 5; S&L 1)
7. Revise edited work and resubmit/upload final copy to teacher. (W5) Summative
8. Teacher will introduce work of literature. Teacher will provide guiding questions. (RL 2, 3)
9. Students will visit class blog (when Google blog site is implemented) once a week in response to the reading and visual literacy (poems, art work, quotes, etc.) posted by teacher. They will respond to each other's thoughts on the connection between legacy and texts, citing specific evidence to support their analysis. (RL1,11;W6,11)
10. Read texts that reflect the theme of Legacy. (RL1,RI1, RL2, RI2)
11. Discuss as a class, in pairs or in small groups and assess (teacher-choice, formative) use of various aspects of language utilized to enhance the narratives (L4,5)

Resources and Technologies Needed:

- Google Docs
- Google Classroom
- FLHS Databases for Reference
<https://library.nycenet.edu/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>
- www.AmazonInspire.com

Suggested Literature:

- Oedipus
- Hamlet
- Kite Runner
- Joy Luck Club
- Ordinary People
- Metamorphosis
- Warriors Don't Cry

- Malcolm X
- Selected works from “Literature Across Cultures” Fourth Edition
- Works of Maya Angelou
- “I Have a Dream” and Gwendolyn Brooks poem “Martin Luther King, Jr.”
- “Barbie Doll” by Piercy
- Interpreter of Dreams
- “The Dover Bitch” by Anthony Hecht and “Dover Beach” by Matthew Arnold
- “Southern Cop” and Ann Landers letter from policeman (Finding America textbook)
- Suggested Research Textbook
- Sadlier’s Writing a Research Paper – A Step-by-Step Approach – Third Edition
- Collections (Textbook)
- Poems
- What will be your legacy? By Haiki Aitoro <http://www.poemhunter.com/poem/successpoems-what-will-be-your-legacy/>
- His Legacy by Faye Diane Kilday
- You Left Me, Sweet, Two Legacies Emily Dickinson
- JFK at Amherst College about Frost’s legacy

Artwork

- <http://www.artrevived.com/blogs/art-revived-blog/1354132-picassos-legacy-5-american-artists-mostinfluenced-by-picasso>
- “Picasso's Legacy: 5 American Artists Most Influenced by Picasso”: write a reflection paper assessing his/her summer reading and writing experience. (Summative)