



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: English Grade 12

During the course of each unit, the following standards should be imbedded (possibly as bellwork/exit slips or a whole day lesson if needed dependent on students):

A.1. Reading Across the Curriculum

- 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)
- Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

A.2. Reading Strategies

- 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
- Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
- Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- Compare texts to previously read texts, past and present events, and/or content learned in other coursework

B.4. Sentence-Level Constructions

- Use strong action verbs, sensory details, vivid imagery, and precise words
- Correctly spell commonly misspelled/confused words
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
- Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
- Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
- Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified

B.5. Conventions of Usage

- Correctly use parts of speech
- Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
- Use punctuation correctly within sentences and words

B.6. Conventions of Punctuation

- Demonstrate correct use of capitalization
- Actively participate in small-group and large-group discussions, assuming various roles
- 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
- Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork

E. Study Skills and Test Taking

- Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

B.2. Modes of Writing for Different Purposes and Audiences

- I can establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- I can 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
- I can add important information and delete irrelevant information and details to more clearly establish a central idea
- I can rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes

B.3. Organization, Unity, and Coherence

- I can write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
- I can recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
- I can 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
- I can use parallel structure to present items in a series and items juxtaposed for emphasis

Unit 1 (20 Days)

Introduction to English 12: Commenting on Social Issues

Objectives as Learning Targets

- A2e I CAN compare texts to previously read texts, past and present events and/or content learned in other coursework
A3a I CAN identify, analyze and evaluate the defining characteristics of specific literary and nonliterary forms and describe how form affects the meaning and function of the texts

- A3b I CAN read contrasting literary works (classic and contemporary) and determine how the forms influence structure and movement within the texts
- A5h I CAN identify the author’s stated or implied purpose
- A6D I CAN distinguish between fact and opinion, basing judgments on evidence and reasoning
- A8H I CAN apply knowledge of connotation and denotation to determine the meanings of words or phrases in increasingly challenging texts
- B1a I CAN use prewriting strategies to generate, focus, and organize ideas as well as gather information
- B2c I CAN craft first and final drafts of persuasive papers that articulate a clear position, support assertions using rhetorical devices and develop arguments using a variety of information
- B3d I CAN Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify and meaning and to achieve specific aesthetic and rhetorical purposes
- B4a I CAN recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
- B4d I CAN evaluate own sentence style by identifying common sentence patterns and constructions
- B4f ICAN use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
- Ea I CAN 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
- Eb I CAN demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work
- Ec I CAN use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
- Ed I CAN demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

Activities

Day 1	Discussion of class syllabus and expectations. Student information sheet, notebook organization. Discussion of “what are essential questions?” and how they will be used in each unit.	
Day 2-3	Warm Up Prompts; Think Pair Share of answers to Warm Up Prompts, Literacy Collage Assignment	
Day 4	Presentation of Literacy Collage to classmates; Discussion of proper speaking techniques when addressing classmates and proper audience behavior	
Day 5	Class work Notebook Rubric Discussion; “Writing Network Proposal” by Thomas Miller	
Day 6	Analysis Questions for “Writing Network Proposal” and Summary Technique Assignment	
Day7	Discussion of Satire (use teacher created PowerPoint) and use Satire Information Worksheet for note taking/organization	
Day 8	“Advice to Youth” by Mark Twain (silent reading and discussion)	
Day 9	“The Lowest Animal” by Mark Twain (class reading and close reading discussion)	
Day 10	Political Cartoons and class discussion with handout of analysis of political cartoon individually	
Day 11-13	Close reading as a class of “A Modest Proposal” by Jonathan Swift; discussion of historical time period and why the satire was written	
Day 14	Assessment	
Day 15	Assessment Part II (Writing portion)	

Assessments and On Demand Prompts

Texts and Multimedia

Choose from the following texts that work best for your students.

Poems

Alexander Pope “The Rape of the Lock”

Alexander Pope “The Duncaid”

John Dryden “MacFlecknoe”

Jonathan Swift “The Lady’s Dressing Room”

Jonathan Swift “ A Beautiful Young Nymph Going to Bed”

Jonathan Swift “The Progress of Beauty”

Short Stories

Saki “Expecting Mrs. Pentherby”
Eudora Welty “Why I Live as the PO”
Frank O’Connor “First Confession”
Kurt Vonnegut “Harrison Bergeron”

Informational Texts

<http://learning.blogs.nytimes.com/2004/07/19/fighting-fire-with-satire/>
<http://www.wisegeek.com/what-are-the-different-uses-of-satire.htm>

Art, Music, and Media Texts

Shrek Movie
The Simpsons
Excerpts from Saturday Night Live

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

Essential Questions

1. How has satire evolved over time?
2. In what situations are satirical techniques frequently used?
3. What reading strategies can I use to navigate difficult texts?
4. What elements of satire can I use in my own writing?
5. Compare satire to other forms of literature, including nonfiction texts.

Critical Vocabulary

Sarcasm
Satire
Irony
Allegory
Consonance
Elaboration
Intonation
Onomatopoeia
Parody
Parable
Soliloquy
Verb Tenses

Unit 2 (20 Days)

Communication at School and in the Workplace

Objectives as Learning Targets

- A5a. I CAN 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
- B1a. I CAN Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
- B1b. I CAN 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)
- B1c. I CAN 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

- B1d. I CAN 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
- B2b. I CAN 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
- B2e. I CAN 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
- B3a. I CAN Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- B3b. I CAN 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
- B3c. I CAN Add important information and delete irrelevant information and details to more clearly establish a central idea
- B3d. I CAN Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
- B3e. I CAN Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
- Cd. I CAN 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
- D1a. I CAN Recognize the main ideas in a variety of oral presentations and draw valid conclusions
- D1e. I CAN 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
- D2a. I CAN Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
- D2b. I CAN Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
- D2c. I CAN Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
- D2f. I CAN 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

Activities

Day 1	Discussion of unit overview; discussion of essential questions for the unit; read silently the articles and annotate for class discussion “5 Tips For Students Applying to College Alone” and “How to Choose a College That’s Right for You”
Day 2	Class analysis of annotation of articles from yesterday. Article reading “Do You Really Have to Go to College?” Writing Assignment—Scholarship Writing and College Entrance Paper
Day 3	Discussion of KYOTE Writing Exam; In Depth analysis KYOTE Writing Rubric
Day 4	Finish worksheet concerning the KYOTE Writing Rubric, Class analysis of KYOTE handouts concerning Rubric’ discussion of “The Sweet Spot” in scoring
Day 5-6	Use of Training Prompts for class/individual Scoring
Day 7	In Class KYOTE Writing Example Exam
Day 8-10	Complete work on Scholarship Paper/College Entrance Paper
Day 11-12	Class Peer Review of Scholarship Paper in groups of three
Day 13-15	Class Presentations from Colleges/Local Businesses concerning interview questioning techniques and mock interviews
Day 16	Mock Job Application
Day 17	KYOTE Writing Exam Example completed in class
Day 18	Unit Assessment
Day 19	Finalize Scholarship Paper/College Entrance Paper
Day 20	Unit Assessment Writing Portion

Assessments and On-Demand Prompts

Attached or hyperlinked

Texts and Multimedia

Choose from the following texts that work best for your students.

Poems

Short Stories

Informational Texts

<http://www.usnews.com/education/best-colleges/articles/2012/10/12/5-tips-for-students-applying-to-college-alone>
<http://www.npr.org/2010/12/08/7506102/how-to-choose-a-college-that-s-right-for-you>
<http://chronicle.com/article/Top-Students-Too-Arent/137821/>
<http://thechoice.blogs.nytimes.com/2013/03/07/do-you-really-have-to-go-to-college/>

Art, Music, and Media Texts

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

Additional Resources and Critical Questions, Essential Questions, etc

NOTE: article discussing how girls use live-journaling, blogs, etc to create identities

1. How does an interview work?
2. Can I create workplace writings (cover letter, resume, thank you letter, etc.)?
3. Based on readings and research, what can you conclude about the career of your choice?
4. Give and justify your opinion on why the career of your choice is the best one for you.
5. How do you interview effectively with good public speaking skills?

Critical Vocabulary

Text Features
 Context Clues
 Recurring Theme
 Jargon
 Metaphor
 Clarifying
 Elaboration
 Strong Topic Sentence
 Style
 Effectiveness
 Logically
 Coherence
 Fluency
 Proofreading Mistakes
 “Sweet Spot” Scoring
 Answering the “So What?”

Unit 3 (30 Days)

Beyond Good and Evil: A Study of Power and Society

- A2b. I CAN 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)
- A2e. I CAN Compare texts to previously read texts, past and present events, and/or content learned in other coursework
- A3a. I CAN 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
- A3c. I CAN Read dramatic literature (e.g., Macbeth, A Man for All Seasons, Dr. Jekyll and Mr. Hyde) and analyze its conventions to identify how they express a writer’s meaning
- A4a. I CAN 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 A Tale of Two Cities as a comment on the French Revolution and life in Victorian England)
- A4b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the Aristotelian concept of the tragic hero as depicted in William Shakespeare’s play King Lear)
- A5d. I CAN Identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts
- A5e. I CAN Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- A5f. I CAN Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors’ implicit and explicit philosophical assumptions and beliefs (e.g., analyze Chris Hedges’s book War Is a Force That Gives Us Meaning and James Hillman’s book A Terrible Love of War)
- A5g. I CAN Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts

- A6a. I CAN Distinguish between valid and invalid arguments; provide evidence to support the author’s findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches
- A7a. I CAN Select and apply to increasingly challenging texts the relevant terms (e.g., archetype, oedipal, hegemony) from a number of critical theories
- A7b. I CAN Evaluate a work of literature from a variety of perspectives (e.g., applying a postcolonialist perspective to E. M. Forster’s novel Passage to India)
- A7c. I CAN Read literary criticism to learn different ways of interpreting increasingly challenging literary texts
- A8b. I CAN Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
- A8c. I CAN Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
- A8d. I CAN Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts
- A8e. I CAN Comprehend foreign words and phrases in texts that are commonly used in English
- B1c. I CAN 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
- D1b. I CAN Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
- D1c. I CAN Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts
- D1e. I CAN 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
- D2g. I CAN Actively participate in small-group and large-group discussions, assuming various roles

Activities

Day 1	Discussion of unit overview; discussion of essential questions for the unit; PowerPoint concerning William Shakespeare’s Life and Legacy (Student Note taking Organizer for Handouts, Drama Terms)
Day 2	Finish PowerPoint from Yesterday; Macbeth Anticipation Guide
Day 3-5	Drama Terms Quiz; Act I Reading/Discussions/Study Guides
Day 6-8	Act I Quiz; Act II Reading/Discussions/Study Guides
Day 9-12	Act II Quiz; Act III Reading/Discussions/Study Guides
Day 13-15	Act III Quiz; Act IV Reading/Discussions/Study Guides
Day 16-18	Act IV Quiz; Act V Reading/Discussions/Study Guides
Day 19-21	Act V Quiz: The Drama as a Whole Activities; discussion of Themes, motifs, symbolism
Day 22	Macbeth Exam
Day 23	Macbeth Exam Writing Portion
Day 24--26	Movie Macbeth
Day 27-28	Writing a Movie Review
Day 29	Unit Assessment using Drama Portions from Quality Core
Day 30	Unit Assessment using Drama Portions from Quality Core (Writing Portion)

Assessments and On Demand Prompts

Attached or hyperlinked

Texts and Multimedia

Choose from the following texts that work best for your students.

Poems

Shakespearean Sonnets

<http://chronicle.com/blogs/arts/mondays-poems-vanished-harvest-and-bludgeon-man-by-larissa-szporluk/29877>

www.poemhunter.com/poem/macbeth-poem/

Short Stories

Lousia May Alcott “Pair of Eyes”

Edith Nesbit “Macbeth” <http://www.readbookonline.net/readOnline/6319/>

Informational Texts

<http://bcasd.k12.ny.us/high/lmc/essays.pdf>

<http://openliterature.net/2011/05/02/john-boe-the-tragedy-of-macbeth-modern-criticism-and-critical-controversies/>

Art, Music, and Media Texts

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

Additional Resources and Critical Questions, Essential Questions, etc

1. 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?
2. Evaluate the way the author uses irony, imagery, tone, sound techniques, foreshadowing, symbolism, and other devices to achieve a specific effect and shape meaning?
3. Distinguish between invalid and valid arguments and provide evidence to support your argument.
4. Complete an informational text based on textual evidence.
5. Correctly summarize, paraphrase, and cite sources from the Internet to support your argument.

Critical Vocabulary

Criticism

Format

Generalization

Juxtaposition

Text Feature

Visual Texts

Research paper

Tragedy

Tragic Hero

Comic Relief

Exposition

Climax

Conflict

Dramatic Irony

Foreshadowing

Unit 4 (30 Days)

Invisible Man/Lord of the Flies

- A3d. I CAN Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
- A4a. I CAN 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 A Tale of Two Cities as a comment on the French Revolution and life in Victorian England)
- A4c. I CAN Explain the effects of the author's life upon his or her work (e.g., Charlotte Brontë's experience as a governess as reflected in her novel Jane Eyre)
- A5b. I CAN Recognize an author's choice of narration and evaluate the overall impact of that choice in increasingly challenging texts
- A5c. I CAN Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
- A5d. I CAN Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
- A5e. I CAN Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- A5f. I CAN Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze Chris Hedges's book War Is a Force That Gives Us Meaning and James Hillman's book A Terrible Love of War)
- A5g. I CAN Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
- A5h. I CAN Identify the author's stated or implied purpose in increasingly challenging texts

- A6b. I CAN Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
- A7c. I CAN Read literary criticism to learn different ways of interpreting increasingly challenging literary texts
- A8d. I CAN Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts
- A8f. I CAN Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison’s novel *Song of Solomon*) in increasingly challenging texts
- A8h. I CAN Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
- B1a. I CAN Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
- B1b. I CAN 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)
- B1c. I CAN 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
- B1d. I CAN 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
- B2d. I CAN Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
- B2e. 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
- B3a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- B3b. 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
- B3d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
- B3e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
- Ed. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

Activities

Day 1	Discussion of unit overview; discussion of essential questions for the unit; Article and close reading in class “Being invisible in America”
Day 2	Powerpoint/Anticipation Guide for Twelve Angry Men; discussion of the justice system and the idea of how some people feel invisible in our justice system. Free Writing to Prompt at the end of class as exit slip
Day 3	Dram Terms for 12AM/Legal Terms; Act I reading/discussion in class
Day 4-5	Finish Act I and II
Day 6	Studyguides; Think Pair Share of questions and presentation to class
Day 7-9	Act III and discussion of the Drama as a whole (Putting the play in a historical context)
Day 10	12 AM Assessment and discussion of Writing Assessment
Day 11	12 AM Writing Assessment
Day 12-14	Twelve Angry Men Movie and Comparison/Contrast Analysis
Day 15	Introduction to Dr. Jekyll and My Hyde novella by Robert Louis Stevenson; Putting the novel in historical context (Powerpoint) and Discussion/class activity of Anticipation Guide
Day 16	DJMH Chapters 1-3 and Active Reading Activity
Day 17	DJMH Chapters 4-6; class discussion and analysis of metaphors/allusions thus far
Day 18	Plot Review of DJMH so far; class discussion and analysis; close reading assignment
Day 19	DJMH Chapters 7-8 and Study Guides
Day 20	DJMH Chapters 9-10 and Active Reading Activity
Day 21-22	Class Analysis of the novella as a whole; Commentary on the three levels of the novella and the idea of the doppelganger
Day 23-25	Movie—Mary Reilly and Writing Assignment of Character Sketch
Day 26	Character Sketch Peer Review Activity
Day 27	Dr Jekyll and Mr Hyde assessment
Day 28	Character Sketch due; Theme Analysis completed in class
Day 29	Excerpts from <i>Invisible Man</i> by Ralph Ellison with higher level questionings
Day 30	Unit Assessment

Texts and Multimedia

Choose from the following texts that work best for your students.

Poems

Robert Frost "The Road Not Taken"

<http://quizilla.teennick.com/poems/8629211/a-letter-to-dr-jekyll-and-mr-hyde>

<http://www.poemhunter.com/song/dr-jekyll-mr-hyde/>

Short Stories

Robert Louis Stevenson "Markheim"

Stephen King "Rita Hayworth and Shawshank Redemption"

Informational Texts

<http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405878975.pdf>

<http://www.ipl.org/div/litcrit/bin/litcrit.out.pl?ti=inv-365>

Art, Music, and Media Texts

<http://quizilla.teennick.com/poems/8629211/a-letter-to-dr-jekyll-and-mr-hyde>

<http://www.poemhunter.com/song/dr-jekyll-mr-hyde/>

http://writingfix.com/Literature_Prompts/DrJekyll3.htm

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

Additional Resources and Critical Questions, Essential Questions, etc

1. Hypothesize what will happen if the boys are not rescued.
 2. Compare Golding's life/era lived to events and themes that are occurring in *Lord of the Flies*.
 3. Judge which is the best solution to the problem of Jack vs. Ralph. Why do you think so?
 4. Compare how Jack, Ralph, and Piggy's react to Simon's death. Explain why they reacted that way.
 5. What is the overall theme of *Lord of the Flies*? Relate this theme to your life/current times.
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1. Explain the effects of the author's life upon his or her work?
 2. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting impact of diction and figurative language on tone, mood, and theme?
 3. Cite specific examples from increasingly challenging texts to support my argument or opinions?
 4. Identify works of various poetic forms including ballad, ode, and sonnet?
 5. Create various tools (rubrics, checklists, models) to revise, refine, and edit my writing and others' writing?

Critical Vocabulary

Diction

Rhetorical Questions

Structural Analysis

Thesis Statement

Recurring Theme

Foreshadowing

Character Sketch

Three Levels of Understanding

Allusion

First person narrative

Doppelganger

Staging
 Dramatic Climax
 Cliffhanger
 Melodrama
 Stereotype
 Character Motivation
 Reasonable Doubt
 Premeditated

Unit 5 (25 Days)

Beowulf and Literature

- A2d. I CAN Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- A3b. I CAN 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 Beowulf to John Gardner’s contemporary novel Grendel)
- A3d. I CAN Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g. meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
- A4a. I CAN 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 A Tale of Two Cities as a comment on the French Revolution and life in Victorian England)
- A5b. I CAN Recognize an author’s choice of narration and evaluate the overall impact of that choice in increasingly challenging texts
- A5e. I CAN Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- A5g. I CAN Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
- A7a. I CAN Select and apply to increasingly challenging texts the relevant terms (e.g., archetype, oedipal, hegemony) from a number of critical theories
- A8c. I CAN Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
- A8e. I CAN Comprehend foreign words and phrases in texts that are commonly used in English
- A8f. I CAN Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison’s novel Song of Solomon) in increasingly challenging texts
- A8g. I CAN Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
- A8h. I CAN Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
- B2a. I CAN Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
- B2d. I CAN Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
- B3d. I CAN Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
- B3e. I CAN Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
- Eb. I CAN Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work

Activities

Day 1	Discussion of unit overview; discussion of essential questions for the unit; Powerpoint of Anglo Saxon Life and Literature; article from Textbook concerning the historical connection of Anglo-Saxon Literature
Day 2	Video of Anglo-Saxon life; Active Note Taking Handout/activity
Day 3	Heraldry Activity/Coat of Arms Activity
Day 4-10	Reading and class discussion of Beowulf; Study Guides and class analysis of the poem as a whole
Day 11-13	Beowulf Movie; Creative Writing Assignment
Day 14	Peer Review of Creative Writing Assignment
Day 15	Beowulf Assessment
Day 16	Beowulf Writing Assessment
Day 17	Poems “The Seafarer”, “The Wanderer” and “The Wife’s Lament”
Day 18--20	Geoffrey Chaucer Introduction (Powerpoint) and Prologue to The Canterbury Tales
Days 21-23	Chaucer “The Wife of Bath’s Tale”
Day 24	Unit Assessment

Assessments and On Demand Prompts
Attached or hyperlinked

Texts and Multimedia
Choose from the following texts that work best for your students.
Poems
Short Stories
Informational Texts
Art, Music, and Media Texts

Teachers should pull excerpts from these media to enhance and use for analysis during instruction.

- Additional Resources and Critical Questions, Essential Questions, etc**
1. Graph and explain Beowulf’s epic journey – make sure to note how his personality changed throughout the epic, maturity level, etc.
 2. What are the obstacles that Beowulf face symbols of in both Anglo-Saxon history and in real life?
 3. Create a creative text. What are the elements of a creative text? Can I accurately write a creative text with expressive elements?
 4. Create a response to literature. What is a response to literature? How do you write a well-written summary and how is that different from a research paper or essay?
 5. What is the overall theme of Beowulf? Why do you feel that this is the theme? Use specific evidence.

Critical Vocabulary
Heraldry
Coat of Arms
Epic Poem
Prologue
Kenning
Allegory
Consonance
Allusion
Imagery

Unit 6 (25 Days)
Frankenstein
A2d. I CAN Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A3b. I CAN 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 Beowulf to John Gardner’s contemporary novel Grendel)
A3d. I CAN Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A4a. I CAN 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 A Tale of Two Cities as a comment on the French Revolution and life in Victorian England)
A4b. I CAN Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the Aristotelian concept of the tragic hero as depicted in William Shakespeare’s play King Lear)
A4c. I CAN Explain the effects of the author’s life upon his or her work (e.g., Charlotte Brontë’s experience as a governess as reflected in her novel Jane Eyre)
A5a. I CAN 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
A5b. I CAN Recognize an author’s choice of narration and evaluate the overall impact of that choice in increasingly challenging texts

A5c.	I CAN Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
A5f.	Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze Chris Hedges's book <i>War Is a Force That Gives Us Meaning</i> and James Hillman's book <i>A Terrible Love of War</i>)
A6b.	I CAN Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
A7a.	I CAN Select and apply to increasingly challenging texts the relevant terms (e.g., archetype, oedipal, hegemony) from a number of critical theories
A7b.	I CAN Evaluate a work of literature from a variety of perspectives (e.g., applying a postcolonialist perspective to E. M. Forster's novel <i>Passage to India</i>)
A7c.	I CAN Read literary criticism to learn different ways of interpreting increasingly challenging literary texts
A8d.	I CAN Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
A8f.	I CAN Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison's novel <i>Song of Solomon</i>) in increasingly challenging texts
B2c.	I CAN 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
B2e.	I CAN 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
B3a.	I CAN Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
B3b.	I CAN 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
B3c.	I CAN Add important information and delete irrelevant information and details to more clearly establish a central idea
B3d.	I CAN Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
B3e.	I CAN Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
Cd.	I CAN 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
D1d.	I CAN Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
Ea.	I CAN 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
Eb.	I CAN Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork

Activities

Day 1	Discussion of unit overview; discussion of essential questions for the unit; Historical Context of the Novel
Day 2	Finish Historical Context and Anticipation Guide
Day 3	Frankenstein Ch 1-2
Day 4	Chapters 3-4
Day 5	Chapter 5 (Begin discussion/frontloading of <i>Tabula Rasa</i> (Blank Slate) and the idea of the Modern Prometheus)
Day 6	Chapters 6-7
Day 7	Chapters 8-9
Day 8	Chapter 10
Days 9-11	Analysis of the Novel as a Whole and Activities
Days 12-14	Poetry of the Era and Gothic Genre
Days 15-18	Short Stories of the Era and Gothic Genre
Day 19	Comparison/Contrast of Frankenstein to <i>Dr Jekyll and Mr Hyde</i>
Days 20-22	Cloning Articles and the idea of Frankenstein from a scientific view point/The Era of Enlightenment
Day 23	KYOTE Writing Exam Session
Day 24	Unit Assessment
Day 25	Unit Assessment (Writing Portion)

Assessments (From Quality Core Formative Assessment Pool)

Assessments and On Demand Prompts

Texts and Multimedia

Additional Resources and Critical Questions, Essential Questions, etc

Create a summary and paraphrase with ease and correctness.

Compare Victor Frankenstein before the creation of the beast and after. Why did these changes occur?

Compare Frankenstein's themes to real world situations.

Based on your readings, what can you conclude about Mary Shelley's influences?

Create a persuasive paper on a controversial issue presented in Frankenstein.

Critical Vocabulary

Envelope Method

Narrator

Rhetorical Questions

Structural Analysis

Recurring Theme

Foreshadowing

Gothic Literature

Time sequence

Tabula Rasa

Major and Minor Characters

Enlightenment

Romanticism

Prometheus

Suspense

Foils

Unit 7 (25 Days)

Research

A.8. Words and Their History

g. I can describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language

a. I can 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. I can analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)

c. I can 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

B.1. Writing Process

d. I can 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. I can 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

B.2. Modes of Writing for Different Purposes and Audiences

e. I can 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

a. I can establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing

b. I can 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

B.3. Organization, Unity, and Coherence

e. I can write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

b. I can 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

d. I can evaluate own sentence style by identifying common sentence patterns and constructions

e. I can summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)

C. Research

f. I can compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

a. I can 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. I can use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)

c. I can give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes

d. I can write and deliver informational speeches that present a clear, and distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources

f. I can 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

D.2. Application

g. I can actively participate in small-group and large-group discussions, assuming various roles

Activities

Day 1	Discussion of unit overview; discussion of essential questions for the unit; Introduction to Research Paper Procedure; Steps to Writing a Research Paper and making a Plan
Day 2-3	Plagiarism/Academic Integrity/ Academic Creditability; Summarizing and Paraphrasing vs. Direct Quotes
Day 4-5	What is a Thesis Statement?
Day 6-8	Resources and Topic Selection (By end of Day 8, the student must have an approved topic for the research paper.)/ Taking Notes
Day 9-10	Preliminary Research and Formulating a Thesis Statement/ Making Your Plan
Day 11	Making an Outline
Day 12-15	Writing the Rough Draft
Day 16-18	Peer Review/Revising and Proofreading
Day 19	Research Clean Up/Paper due on this day
Day 20-23	Presentation of Research
Day 24	Research Final Exam
Day 25	Research Final Exam Writing Portion

Assessments and On Demand Prompts

Attached or hyperlinked

Texts and Multimedia

Additional Resources and Critical Questions, Essential Questions, etc

How do you establish a thesis statement? Why are thesis statements important?

How do you prepare writing for publication by choosing the correct format, considering the principles of design, and using electronic resources to enhance my writing?

Identify and evaluate invalid and valid resources from the Internet? Support your argument with facts and details.
Compose a research paper that maintains an appropriate balance between researched information and original ideas?
What are the elements of an effective speech? How do you apply these elements?

Critical Vocabulary

Diction
Intonation
Delivery
Appropriate volume
Inflection
Articulation
Gestures
Eye contact
Posture
Facial expression
Counter Arguments
Annotated Bibliography
Propaganda
Plagiarism
Speeches
Thesis Statement
Diction
MLA
Narrator
Rhetorical Questions
Structural Analysis
Thesis Statement
Recurring Theme
Foreshadowing
Academic Integrity
Academic Creditability
Summarizing
Paraphrasing
Direct Quotes

Unit 8: Senior Speech / “The End of the Crossroads” (This is a unit that we added in at curriculum meetings. Appropriately called “The end of the crossroads” because the first unit in freshmen English is “Life at a Crossroads”)

1. Effectively deliver a timed speech to your peers.
2. Compare the way you were during freshman, sophomore, and junior year to how you are now – as you are preparing to graduate. How have you grown? How have you changed? Is it for the better?
3. Evaluate your choices during high school and identify how you can make better choices or if you feel that those choices were correct, why?
4. Use technology to create an effective timed presentation?
5. Analyze your peer’s presentations looking for specific speech characteristics as well as the Power point presentation following a rubric.

Farewell Power Point Guidelines:

- This power point is intended to give you experiences reflecting on your life in a positive manner. Although some experiences may be negative and you have negative feelings toward a particular person in this class, I ask that you do not speak about that and keep your comments toward your peers positive in this power point.
- You need to answer each question under each section. These questions are written as a guide for you. You may choose another route to explain your education experience, friendship and memories, predictions about the future, song for the future, but these questions are a great way to prepare your speech. If you do choose another way to reflect the new format must be approved by the teacher. Incorporate these questions into your power point as statements that go with pictures.
- You will be required to prepare a power point presentation that has a least 15-20 slides to show during your song. These slides can consist of pictures, quotes, or any other items that will reveal your feelings and thoughts.

Part I – Educational Experiences (25 pts):

- How have you changed since your freshman year? What has been the biggest change in you?
- How has your network of friends changed – or has it?
- What are the most valuable lessons you have learned at this school?
- Who (at this school or the vocational school) has had the most influence on you and why?
- What do you consider to be your best accomplishment(s) while at this school?
- Which classes would you advise an underclassman to take and why? Which ones would you advise them not to take and why? (Be careful not to put any teachers down in your response – show respect)
- In which classes have you learned the most and why?
- Which classes have been the most enjoyable and why?
- Which teachers will you remember most and why?
- What will you NOT miss about this school and why?
- Share photos, newspaper clippings, special awards, etc. for this part of your speech

Part II – Friendships and Memories (25 pts):

- What is your most memorable moment from your senior year?
- Which 3-5 friends do you feel have had the greatest influence on you in high school and why?
- Which teachers will you remember most and what will you remember about them?
- Which high school course will you remember most and why? (It can be anything you have taken from freshmen year until now)
- Who do you consider to be the funniest person from this senior class and why?
- Which person from this class do you know that you (or anyone else) could ALWAYS rely on in a time of need and why?
- Who from this class will make the best parent and why?
- Who from this class has made the biggest accomplishment this year and why?
- How do you want your teachers to remember you? What do you want them to always know about you?

- What regrets do you have (if any)? If you don't have any, then explain why.
- If you could change one bad experience about your life in high school, what would it be and why?

Part III – Predictions/Advice for the Future (25 pts):

- What advice would you give to your peers who are graduating with you?
- What will be going through your head on the night of graduation?
- What has been the best advice anyone has ever given you? Who gave it to you?
- What would you most like to be remembered for?
- What kind of person do you think you will become in 10 years?
- Choose three people from this class and explain what they will be doing 10 years from now.
- Has your senior year been all that you expected it to be, or has it been more or less? Why?
- How will your graduating class make an impact on the world?
- How do you intend to make an impact on the world? (You may share a famous quote, a comic strip sketch, photos, or anything else you wish to use during this segment of your power point)

Part IV – Song for Remembrance (25 pts):

- Choose a song that you would like to play for the members of this class. Be prepared to play the song as your power point is being displayed. You need to choose the song very carefully and base your choice on one of the following characteristics:
 - (1) A song that best represents how you want to be remembered.
 - (2) A song that gives advice or “farewell wishes” to the members of your graduating class.
 - (3) A song that you feel best represents your feelings about being a senior, the upcoming graduation, and the unknown future.
 - (4) A song that shows how you feel about the memories you have shared with all of us at this school. (During the playing of the song, you should include power point slides only. No other visual aids are necessary for this segment.)

Part V – Tribute to a Special Person (25 pts):

- For this section of the power point, you will be paying tribute to a special person who has had a great influence on your life. You may choose to highlight them in any way you wish. This person can be either living or deceased, but the grade for this section will be determined by your effectiveness in communicating to the audience why you chose this person to highlight.

Questions you may want to think about for this section are:

1. How has this person influenced your life?
2. Where would you be in life without this person?
3. What are some important things this person has taught you?
4. How do you think this person feels about their accomplishments and life so far?
5. What are some special memories you have shared with this person?
6. If this person were in the room during your presentation, what would you like to say to him/her?
7. What is the greatest gift this person ever gave you?
8. What is the hardest moment you've ever experienced with this person? What did it teach you? (You may use power point or any other visual aids that you choose for this section. You may also play a song in tribute to this person.)

You may give an award to a person in this class. This is NOT a requirement for your presentation, but you may give an award to someone if desired. This award can be funny, light hearted, or serious, but can in NO Way be negative or demeaning! This MUST BE APPROVED BY TEACHER prior to speech. Be creative! You can make a certificate to give to the recipient of your award if you would like. For example, the “Best Helper” award to someone who is always there for his/her friends, “Biggest Animal Lover”, “Most Likely To Change the World”, “Most Likely to Move to Another Country”, etc.

Unit 9: Senior Interviews/College Writing

1. Create and edit a resume for several purposes.
2. Create and edit a cover letter.
3. Create and edit a Thank You Letter.
4. Analyze college writing for correctness and make sure that it's correct for specific purposes.
5. Successfully interview with a professional individual using good interview tactics such as eye contact, handshake, voice inflection, and generally performing well in a high-pressure situation.

Writing Assignment:

- 1) Resume
- 2) Cover Letter
- 3) Thank You Letter

Activity:

Complete the senior interview with a member from the community.