

	Content Area: English	Grade Level/Course: 12			District: ISD 1			
	Author: Jason Henke				Date: August 22, 2016			
Unit/Theme	Content (Essential Questions)	Objectives/ Skills/ Processes	Learning Targets	Vocabulary	Assessment	Resources & Technology	Mn Standard & Benchmarks	Estimate # of days on Unit
Career Skills	So I'm going to graduate ... What now?	Properly fill out an application. Compose a resume and cover letter. Interview for employment effectively. Compose effective business correspondence.	1. I can fill out an application in the best way possible to give me the best chance for an interview and a job. 2. I can compose a cover letter and resume in a way that gives me the best chance for an interview and a job. I am prepared for interviewing. I know how to correspond with potential employers in a business-like manner.	Application, resume, cover letter, traditional interview, behavioral interview	Application, resume, cover letter, practice interview, thank you e-mail.	MacBook Air, Human Resources department from Riverwood Healthcare Center	11.7.4.4 Produce clear and coherent writing. 11.7.6.6 Use technology, including the Internet, to produce, publish and update writing products. 11.7.10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 11.9.6.6 Adapt speech to a variety of contexts, audiences. 11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 11.11.6.6 Acquire and use accurately general academic and domain-specific words and phrases	10
The Good Earth	Is hard work in and of itself a worthwhile thing? If we do not learn from history, are we doomed to repeat it?	Students will discuss Chinese customs and differences between that culture and ours. Discuss free will vs. fate. Respond to characters and events in the novel. Identify examples of characterization, figurative language, imagery, point of view, foreshadowing, contrast. Universality of the human struggle. Identify and analyze themes.	I am aware of similarities and differences between my culture and Chinese culture. I have analyzed the concepts of fate and free will. I can discover and analyze themes in literature. Using examples from the text, I can analyze and discover a character's motivation. I can identify and analyze types of conflict in the novel.	Characterization, Figurative Language, Imagery, Foreshadowing, Contrast, Theme.	1. Three reading quizzes. 2. Two vocabulary quizzes. 3. Mini-research presentation. 4. Final exam.	<i>The Good Earth</i> by Pearl S. Buck, MacBook Air, Footbinding video, <i>The Good Earth</i> video.	11.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development. 11.4.3.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. 11.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. 11.4.5.5 Analyze how an author's choices contribute to its overall structure as well as its aesthetic impact. 11.4.7.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. 11.4.9.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American Literature. 11.4.10.10 By the end of grade 12, read and comprehend literature at the high end of text complexity.	20

Hamlet	Does revenge and vengeance provide satisfaction? Is justice attainable in the real world? How do humans deal with conflicting elements of their personalities?	Students will read and perform Shakespeare's Hamlet. Students will analyze themes and symbols in the play. Students will wrestle with complex ideas and collaborate with classmates to make meaning. Students will use written responses to generate class discussion.	I can relate the themes in the play to my own life. I can read difficult, archaic language and learn how to make sense of it. I can apply the concept of revenge to my own life to determine its advantages and disadvantages. I can understand the strengths and weaknesses of our own tendencies and use this knowledge to form decisions.	Themes, symbols, motifs,	1. Reading questions/quizzes. 2. Written responses. 3. Vocabulary quizzes. 4. Final exam.	<i>No Fear Shakespeare Hamlet</i> , MacBook Air	11.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development. 11.4.3.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. 11.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. 11.4.5.5 Analyze how an author's choices contribute to its overall structure as well as its aesthetic impact. 11.4.6.6 Distinguish between what is stated from what is really meant (Satire, sarcasm, irony, understatement). 11.4.7.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. 11.4.10.10 By the end of grade 12, read and comprehend literature at the high end of text complexity. 11.7.10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	20
The Road	How do individuals lose their sense of right and wrong? What is the purpose of law and order? How do our needs influence our decisions? What happens when the established order breaks down?	Students will analyze a post-apocalyptic novel and draw comparisons to our current world. Students will reflect on the nature of our relationships and what they mean. Students will evaluate how we make meaning of a situation, especially those that are seemingly hopeless. Students will respond in writing to journal questions after each reading to prepare material for class discussion. Students will analyze the author's unique style of writing and discuss the possible reasons for that choice.	I can relate how a science fiction world that never was reveals something about our current world or the direction it is heading. I can respond to difficult text in writing and discuss those questions with classmates. I can analyze unique writing styles and pose reasoning for the author's choices.	Post-apocalyptic, Themes, Symbols, Setting, Ethics, Altruism, Fallout	1. Daily journal responses to the reading. 2. Class discussions using the journal responses as a springboard. 3. Essay exam responding to literature. 4. Theme poster project.	<i>The Road</i> by Cormac McCarthy, MacBook Air	11.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development. 11.4.3.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. 11.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. 11.4.5.5 Analyze how an author's choices contribute to its overall structure as well as its aesthetic impact. 11.7.10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	20

