

Flushing High School 12th Grade ELA Advanced Literacies Curriculum Map 2023-2024

12th Grade Focus: A Life Well Lived?/What Makes Us Human?

Periodic Assessment Plan

- General Education/ ICT/ Transitioning, Expanding and Commanding ELLs (Passed the Regents)
- Regents Repeaters ICT & Entering/Emerging ELL Curriculum Map

| Fall Term | Spring Term |
|--|---|
| <u>Unit 0:</u> Life Ready 102 @FHS (September 1 Week) | Unit 4: The Play As a Snapshot for Social Issues (Feb-vr) |
| Essential Question: | |

What essential reading and writing skills do I need for life after FHS?

Who is braver. a person who leads a group of people, or someone who decides not to follow along with the behavior of a group?

Culminating Assessments:

- Say Mean Matter Paragraph-Baseline
- Portrait of a FHS Graduate

Focus Skills:

- Theme development [RL.9-10.2]
- Impact of an author's structural choices [RL.9-10.5] Development of central idea [RI.9-10.2]
- Author's development of ideas or claims [RI.9-10.5]
- Expository writing [W.9-10.2]
- Grade-appropriate academic vocabulary [L.9-10.6]
- Refer to evidence from texts to stimulate a thoughtful, well reasoned exchange of ideas [SL.9-10.1.A]

 <u>Unit Plan:</u>
- Unit 0 (10th-12th Grade): Life Ready 102 @FHS 2024-2025

Anchor Text:

Essential Question: How do the interactions between characters of a play provide a window into the realities of social issues?

Focus Skills:

Reading

- Theme development [RL.11-12.2]
- Impact of an author's choices [RL.11-12.3]
- Figurative language and diction [RL.11-12.4]
- Structure, meaning, and aesthetic impact [RL.11-12.5]

Writing

- Argumentative writing [W.11-12.1]
- Create clear and coherent claims [W.11-12.4]
- Conducting research [W.11-12.7]
- Gathering information from multiple sources [W.11-12.8]

Speaking

- Integrate multiple sources [SL.11-12.2]
- Present findings and perspectives clearly [SL.11-12.4]
- Use digital media effectively [SL.11-12.5]
- Adapt speech to various contexts [SL.11-12.6]

Culminating Assessments:

• Literary Synthesis Essay: To what extent are individuals free to shape their own identities independent of their gender? (Reading

Unit 1: Odell's How Can I Prepare for Life after High School? & What Does It Mean to Live a Life Well-Lived? (September - Mid October)

Essential Question:

Focus Skills:

Reading

Writing

Speaking:

Culminating Assessments:

Unit Plan:

- Unit 1: Odell's How Can I Prepare for Life after High School? & Wh...
- Abridged version for Regents Retakers
- <u>Unit 1: Odell's How Can I Prepare for Life after High School? & What Does It Mean to Live a Life Well-Lived?</u>

Text set:

/Writing)

• 1 Act Play on a Social Issue of your choice (Speaking and Listening) or 1 page preformed dramatic monologue (Speaking and Listening)

Unit Plan:

- Unit 2- The Play as a Snapshot for Social Issues (Streetcar)
- Othello

Anchor Text:

- A Streetcar Named Desire
- Othello by William Shakespeare

Curriculum Source: EngageNY

Common Lit 360

• Student College Essay Examples for 12th Grade Unit 1

Curriculum Source: https://ela.odelleducation.com/grade-12

Frankenstein (Mid October -Start of Dec)

Essential Question: What does it mean to be human?

Focus Skills:

Reading

- Theme development [RL.11-12.2]
- Impact of an author's choices [RL.11-12.3]
- Figurative language and diction [RL.11-12.4]
- Structure, meaning, and aesthetic impact [RL.11-12.5]

Writing

- Argumentative writing [W.11-12.1]

Unit 5: Narratives and the Stories We Tell

Essential Question:

Focus Skills:

Reading

- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. (R4)
- In literary texts, consider how varied aspects of structure create meaning and affect the reader. (R5)
- Choose and develop criteria in order to evaluate the quality of texts.(R9)
- Make connections to other texts ideas, cultural perspectives eras and personal experience (R9)

- Create clear and coherent claims [W.11-12.4]
- Conducting research [W.11-12.7]
- Gathering information from multiple sources [W.11-12.8]

Speaking

- Integrate multiple sources [SL.11-12.2]
- Present findings and perspectives clearly [SL.11-12.4]
- Use digital media effectively [SL.11-12.5]
- Adapt speech to various contexts [SL.11-12.6]

Unit Plan: Unit 2: Novel: Frankenstein (12th Grade)

Frankenstein Unit

Culminating Assessments:

- <u>Final Assessment: Expository Essay</u>: Students write an expository essay based on one of the four provided prompts.
- Narrative Assignment: Write 2-3 letters from the perspective of Margarget Saville in which she responds to her brother's detailed descriptions of his experiences. Responses should be aligned to Walton's letters in Volume One (pages 15-32) and/or Volume Three (pages 215-225).
- Socratic Seminar: Choice of four topics (Nature vs. nurture, The importance

Writing

- Develop original narratives that develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W3)
- Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events (W3.c)

Speaking:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)

Culminating Assessments:

- Revision of the Personal Statement (Reading / Writing)
- Narrative Element Socratic Seminar (Speaking and Listening)

Unit Plan:

• Unit 5: Narratives and the Stories We Tell (12th Grade)

Text List:

- Crying in H Mart by Michelle Zauner
- Yellow Woman and a Beauty of the Spirit by Leslie Harmon Silko
- Chameleon by Trevor Noah
- Children of the Land by Marcello Fernandez Castillo
- This is Not Who We Are by Naomi Shihab Nye

of connection, the consequences of ambition, and the dangers of science and knowledge)

Anchor Text:

- Frankenstein
- Supplemental Texts and Videos

Curriculum Source: CommonLit 360 & Odell Education

Unit 3: Balancing Connection and Solitude
(Dec - Jan)

- <u>Snowstorm by by Bruna Dantas Lobato</u>
- "Nothing Extraordinary" by Jeniffer Kim
- Hurricane by Mary Oliver

<u>Curriculum Source: Engage NY 12th Grade Unit 2</u> <u>Common Lit 360- Memoire and the Application Essay</u> **Essential Question:** Why do humans need both community and solitude?

Focus Skills:

Reading:

- Determine central ideas [RI.11-12.2]
- Analyze complex ideas [RI.11-12.3]
- Analyze impact of structure [RI.11-12.5]
- Determine author's purpose [RI.11-12.6]
- Evaluate sources presented in different media to address a question [RI.11-12.7]

Writing:

- Argument writing [W.11-12.1]
- Develop precise claims [W.11-12.1.A]
- Establish style and tone [W.11-12.1.D]
- Plan and revise [W.11-12.5]
- Conduct research to answer a question [W.11-12.7]
- Gather sources using advanced searching [W.11-12.8]

<u>Language</u>

- Use dashes to emphasize change [L.11-12.3.A]
- Grade appropriate academic vocabulary [L.11-12.6]

Speaking and Listening:

• Collaborative discussion and debate [SL.11-12.1]

- Integrate multiple sources [SL.11-12.2]
- Evaluate speaker's point of view [SL.11-12.3]
- Present findings clearly [SL.11-12.4

Culminating Assessments:

Argumentative Research Writing

Develop a research question that expresses your curiosity about the human need for connection. Conduct research and choose either an essay or a presentation as a way to share your findings and perspective with your class.

Unit Plan:

• E Unit 3: Commonlit: Balancing Connection and Solitude

Anchor Text:

- "What is Community, and Why Is It Important?" from the Ikeda
- Center for Peace, Learning, and Dialogue (Essays)
- "The Social Brain and Its Superpowers" by Matthew Lieberman,
- Ph.D (Lecture)
- "The End of Solitude" by William Deresiewicz (Essay)

Curriculum Source: Commonlit 360



• Regents Repeaters ICT & Entering/Emerging ELL Curriculum Map

Fall Term Spring Term

Unit 0: Life Ready 102 @FHS (September 1 Week)

Essential Question:

What essential reading and writing skills do I need for life after FHS?

Who is braver: a person who leads a group of people, or someone who decides not to follow along with the behavior of a group?

Culminating Assessments:

- Say Mean Matter Paragraph-Baseline
- Portrait of a FHS Graduate

Focus Skills:

- Theme development [RL.9-10.2]
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- Expository writing [W.9-10.2]
- Grade-appropriate academic vocabulary [L.9-10.6]
- Refer to evidence from texts to stimulate a thoughtful, well reasoned exchange of ideas [SL.9-10.1.A]
 <u>Unit Plan:</u>
- ■ Unit 0 (10th-12th Grade) : Life Ready 102 @FHS 2024-2025

Anchor Text:

Unit 1: Odell's How Can I Prepare for Life after High School? & What Does It Mean to Live a Life Well-Lived? (September - Mid October)

Essential Question:

Focus Skills: Reading

Frankenstein (February-March)

Essential Question: What does it mean to be human?

Focus Skills:

- Reading
- Writing
- Speaking:

Unit Plan: Unit 2: Novel: Frankenstein (12th Grade)

Culminating Assessments:

- <u>Final Assessment: Expository Essay:</u> Students write an expository essay based on one of the four provided prompts.
- Narrative Assignment: Write 2-3 letters from the perspective of Margarget Saville in which she responds to her brother's detailed descriptions of his experiences. Responses should be aligned to Walton's letters in Volume One (pages 15-32) and/or Volume Three (pages 215-225).
- Socratic Seminar: Choice of four topics (Nature vs. nurture, The importance of connection, the consequences of ambition, and the dangers of science and knowledge)

Anchor Text:

Frankenstein

Curriculum Source: Common Lit 360 & Odell Education

Unit 3: Balancing Connection and Solitude (February- March)

Essential Question: Why do humans need both community and solitude?

Flushing High School 11th Grade ELA Advanced Literacies Curriculum Map 2021-2022

Writing Speaking:

Culminating Assessments:

Unit Plan:

- □ Unit 1: Odell's How Can I Prepare for Life after High School? & Wh...
- Abridged version for Regents Retakers

Text set:

Student College Essay Examples for 12th Grade Unit 1

Curriculum Source: https://ela.odelleducation.com/grade-12

Focus Skills:

Readina:

- Determine central ideas [RI.11-12.2]
- Analyze complex ideas [RI.11-12.3]
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- Determine author's purpose [RI.11-12.6]
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Writing:

- Argument writing [W.11-12.1]
- Develop precise claims [W.11-12.1.A]
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<u>Language</u>

- Use dashes to emphasize change [L.11-12.3.A]
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Speaking and Listening:

- Collaborative discussion and debate [SL.11-12.1]
- Integrate multiple sources [SL.11-12.2]
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Culminating Assessments:

Argumentative Research Writing

Develop a research question that expresses your curiosity about the human need for connection. Conduct research and choose either an essay or a presentation as a way to share your findings and perspective with your class.

<u>Unit Plan:</u>

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Anchor Text:

- • "What is Community, and Why Is It Important?" from the Ikeda
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- $\bullet \ \ \bullet$ "The Social Brain and Its Superpowers" by Matthew Lieberman,
- Ph.D (Lecture)
- • "The End of Solitude" by William Deresiewicz (Essay)

Flushing High School 11th Grade ELA Advanced Literacies Curriculum Map 2021-2022

Curriculum Source: Commonlit 360 Unit 2: Reflecting on My Regents - Regents Review Unit 4: The Play As a Snapshot for Social Issues (October) (October-November) **Essential Question:** How do the interactions between characters of a Essential Question: How can I understand the parts of the ELA play provide a window into the realities of social issues? Regents and how it is scored in order to improve my score? Focus Skills: Reading Writing **Culminating Assessments:** Speaking: Revision of all three parts of the June 2024 ELA Regents **Culminating Assessments:** Focus Skills: • Literary Synthesis Essay: To what extent are individuals free to 11-12R2: Determine two or more themes or central ideas in a text and analyze their shape their own identities independent of their gender? (Reading development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text 11-12R3: In literary texts, analyze the impact of author's choices. In informational • 1 Act Play on a Social Issue of your choice (Speaking and Listening) texts, analyze a complex set of ideas or sequence of events and explain how or 1 page preformed dramatic monologue (Speaking and specific individuals, ideas, or events interact and develop. Listening) 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple <u>Unit Plan:</u> meanings. ■ Unit 2- The Play as a Snapshot for Social Issues (Streetcar) 11-12WI: Write arguments to support claims that analyze substantive topics or texts, Othello using valid reasoning and relevant and sufficient evidence. 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective **Anchor Text:** selection, organization, and analysis of content. • A Streetcar Named Desire • Othello by William Shakespeare Unit Plan: 🖹 01. Reflecting on my Regents- Regents Revisions **Curriculum Source: EngageNY** CommonLit 360 Anchor Text: •June 2024 ELA Regents

Unit 3: Ethical Issues (November-January)

Essential Ouestion: How do we make decisions regarding

ethical issues?

Unit 5: Narratives and the Stories We Tell

Essential Question:

Flushing High School 11th Grade ELA Advanced Literacies Curriculum Map 2021–2022

Culminating Assessments:

• IIndependent practice

Multiple Choice

In the Family" by María Elena Llano ON LIVING by Nazim Hikmet "Ecosystems on the Brink" by Carl Zimmer

Argument

Should extinct species be brought back into existence?

Text Analysis

Excerpt from Dracula by Bram Stoker

Focus Skills:

- 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text
- 11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
- 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 11-12WI: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- using valid reasoning and relevant and sufficient evidence.

 11-12W2: 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.

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<u>Unit Plan:</u>

: 🗏 Unit: Ethical Issues

Anchor Text:

• Multiple Choice Practice

"A Mink of One's Own" by Truman Capote In the Family" by María Elena Llano ON LIVING by Nazim Hikmet "Ecosystems on the Brink" by Carl Zimmer

<u>Argument</u>

Should celebrities become the voice of humanitarian causes? Should extinct species be brought back into existence?

<u>Text Analysis</u>

Excerpt from Walden-Henry D. Thoreau

Focus Skills:

Reading

- Determine one or more central idea in a text and how it emerges, is shaped and is refined (R2)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. (R4)
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- Develop original narratives that develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W3)
- Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events (W3.c)

Speaking:

 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues (SL1)

Culminating Assessments:

- Revision of the Personal Statement (Reading / Writing)
- Narrative Element Socratic Seminar (Speaking and Listening)

Unit Plan:

• E Unit 5: Narratives and the Stories We Tell (12th Grade)

Text List:

- Crying in H Mart by Michelle Zauner
- Yellow Woman and a Beauty of the Spirit by Leslie Harmon Silko
- Chameleon by Trevor Noah
- Children of the Land by Marcello Fernandez Castillo
- This is Not Who We Are by Naomi Shihab Nye
- Snowstorm by by Bruna Dantas Lobato
- "Nothing Extraordinary" by Jeniffer Kim
- Hurricane by Mary Oliver

<u>Curriculum Source: Engage NY 12th Grade Unit 2</u>

Common Lit 360- Memoire and the Application Essay

Unit 6: Memoir Portfolio

Essential Question:

Flushing High School 11th Grade ELA Advanced Literacies Curriculum Map 2021-2022

| Excerpt from Dracula by Bram Stoker | <u>Focus Skills:</u> Reading Writing Speaking: |
|-------------------------------------|---|
| | Culminating Assessments: Unit Plan: • |
| | Anchor Text: Curriculum Source: |