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| **Title/ NOTE:** Modify Master Units. Daily lesson plans should indicate specific strategies.  **Overall Focus**: College and Career Composition is to strengthen and sustain student skills for college.  **Unit = 1 Quarter** | **Unit 1 – Media Literacy:** Knowing how to use the media to help sell ourselves to colleges and the world.  **Cross Disciplines: Technology, Math**  **NOTE:** English teacher works closely with High School counselor to prepare students for college applications/entry. One day a week should be for visits/speakers, etc. | **Unit 2 – Current Events:** Things that happen around me can impact my success in the world.  **Cross Disciplines: Current Events, Technology, History, and Science** | **Unit 3 – Literature of the World**: Learning how others live helps me to live in my world. | **Unit 4 – Civil Discourse**: Listening to each other speak allows us to find the common bonds in our world. |
| **Performance Tasks/Assessments** | **Final:** 1. Create a Symbol 2. Write a personal statement.  **Other:** 1. Create a process blog to tell the story of your journey to college 2. Participate in Socratic Seminars each Thursday. | **Final:** 1. Complete the general college application and one additional. 2. Obtain 2 letters of reference.  **Other:** 1. Complete a financial aid application. 2. Apply for a scholarship. | **Final:** 1. Write an informational/expository essay on a topic you plan to major in. This is to follow the guidelines of the Senior Thesis.  2. Make a multi-media presentation on your topic. | **Final:** 1. Present a Speech of Argument 2. Write a reflection.  **End of Course Portfolio Assessment** |
| **Enduring Understanding** | Information is fed to us constantly. | Individuals and society impact each other. | Human beings are similar | We must talk to get along. |
| **Essential Question** | How do I consume information? | How do I process information? | How do I best learn from others? | How do I enter the public discourse? |
| **Partial Learning Standards/Skills** | **Support 12th grade English to develop habit of mind for college.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, and analyze how an author’s point of view/purpose are developed. Write narratives, informational texts, and arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence. produce clear/ coherent writing in which the  **Classes determine the relevant academic vocabulary in the readings.** | **Support 12th grade English to develop habit of mind for college.** Develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, use technology, including internet to produce and publish clear and coherent writing in which the development and organization are appropriate for the task, gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate information without plagiarizing.  Read critically. Cite evidence. | **Support 12th grade English to develop habit of mind for college.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, analyze how an author’s point of view/purpose are developed, produce clear/ coherent writing in which the development/ organization/style are appropriate to task, purpose, and audience, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, use technology, including internet to produce and publish writing, gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate information without plagiarizing. | **Support 12th grade English to develop habit of mind for college.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference, determine central ideas, analyze how an author’s point of view/purpose are developed, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant/ sufficient evidence, produce clear/ coherent writing in which the development/ organization/style are appropriate to task, purpose, and audience, develop/strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, use technology, including internet to produce and publish writing, gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source and integrate information without plagiarizing. |
| **Suggested Activities/Note**  Research based strategies  Vocabulary and language skills taught in context | **Monday** writing focused  **Tuesday** is for revising and editing  **Wednesday** is Close Reading of texts  **Thursday** is Socratic Seminar Day – based on Readings from America Now  **Friday** is College Day – speakers, visits, etc.  Students keep a portfolio for final assessment. | **Monday** writing focused  **Tuesday** is for revising and editing  **Wednesday** is Close Reading of texts  **Thursday** is Socratic Seminar Day – based on Readings from America Now  **Friday** is College Day – speakers, visits, etc. | **Monday** writing focused  **Tuesday** is for revising and editing  **Wednesday** is Close Reading of texts  **Thursday** is Socratic Seminar Day – based on Readings from America Now  **Friday** is College Day – speakers, visits, etc. | **Monday** writing focused  **Tuesday** is for revising and editing  **Wednesday** is Close Reading of texts  **Thursday** is Socratic Seminar Day – based on Readings from America Now  **Friday** is College Day – speakers, visits, etc. |
| **Resources**  **Anchor Text (s)** | America Now Readings  Ideas for Personal Statement | America Now Readings  Other | America Now Readings  Other | .America Now Readings  Other |