

Olean High School
English 12

Time Frame	Topic	Skills/Concepts	Major Assessments	Core Standards	Resources
1 week (2 class periods) first week of classes	Pre-Testing	N/A	N/A	N/A	N/A
1 week	College selection and application process	evaluation of research audience driven	completed college essay	RI 1-7 W1a-f, 2-5,8,10 L1-3,6	common application essay topics “GW Dropping SAT Requirement” Buff. News 7-28-15 “10 tips for writing the college essay” CBS News “Discount Degrees” <i>Buffalo News</i> 5-5-15 <i>US News and World Report College Rankings</i> recent additions TBA

1 week along with other college application work	SAT grammar and usage	Command of conventions of standard written English Applying grammatical concepts to specific test procedures	Quizzes Class work	L 1-3	SAT practice workbooks
5 weeks	Gender based fiction and non-fiction readings	Reading and writing or critical and literary understanding Compare texts presented in different media for changes in technique or them Address similar themes over different cultures and time periods	Critical Lit. Essay Different Media Exercises	RL 1-5,7-11 RI 1-6 SL 1a-e W 4-6, 10,11(Timed) L 1-3, 6	Frost Poems: “Death of the Hired Man,” “Home Burial,” “Mending Wall” Data Set: communication / gender (including Anna Quindlan “[Between the Sexes, a Great Divide” Mary Wilkens Freeman “The Revolt of ‘Mother’” Video presentation of <i>The Revolt of “Mother”</i>

6 weeks	The argument essay	Public Speaking Reading for information Reading for critical and literary understanding	Group oral presentation without the aid of technology College essay	RI 1-7 W2a-f RL9 SL 4-6 L6	<i>Norton Field Guide</i> 283-299 argument See USA Today Op-Ed page along with other media materials 297 logical fallacies (also UNC handout)
6 weeks (preferably 1 st marking period)	Social change: the novel and non-fiction	Reading and writing or critical and literary understanding Research current topics related to mental illness and individual freedoms The use of satire in persuasion	Short research project Timed essay test	W 2a-f W 7,9,11 RI 9 RL 1-3,5,6,9,11 SL 2,3	<i>One Flew Over the Cuckoo's Nest</i> Bill of Rights Thoreau's "Civil Disobedience," excerpts from "Walden" Declaration of Independence NPR interview with Kesey <i>NY Times</i> Kesey obituary
Begin during middle of MP 1 running concurrently with other work (must be completed by mid-November)	Poetry Out Loud	Public Speaking Memorization Recitation Poetry Analysis Creative Writing	Oral presentation of memorized piece Write poem or story based on poem of choice	SL 4,6 RL 1,2,4,5,6 11a-d RL 11 W3a-f L5a,b	Selections from Poetry Out Loud Anthology (see appendix) Lax Poetry (will also offer opportunity to present different media)

8 weeks	Research Writing	<p>Students will demonstrate ability to Gather, Evaluate, and Integrate information.</p> <p>Ability to quote, paraphrase, and summarize</p> <p>MLA format</p> <p>Use of online plagiarism site turnitin.com</p>	<p>Works Consulted (20 entries)</p> <p>Outline</p> <p>Oral Presentation (process and progress)</p> <p>1st draft</p> <p>Final draft: 5-8 page persuasive research paper.</p>	<p>RI 1-7, 10</p> <p>W 1a-e, 4-8,10 (long term)</p>	<p><i>Norton Field Guide:</i></p> <p>116-132 annotated bibliography</p> <p>223-224 outlining</p> <p>283-299 argument</p> <p>297 logical fallacies (also UNC handout)</p> <p>400-403 evaluating sources</p> <p>408-419 (Q,P,Sum)</p> <p>427-476 (MLA format)</p> <p>Or <i>Successful College Writing</i></p>
2 weeks (preferably 2 nd /3 rd marking period)	literature/culture/politics	Exploring how American economic and legal systems are addressed in art	In-class writing	<p>L1-6, RL9, RI 8,9,9a,10</p> <p>W 9,9a</p> <p>SL 2,3</p>	<p>Corporation (documentary)</p> <p>selections of <i>Grapes of Wrath</i></p> <p>Thoreau (again)</p> <p>Declaration of Independence</p>
5 weeks (preferably 4 th marking period)	Literature – the novel	<p>Reading and writing or critical and literary understanding</p> <p>Using technology to present information in graphic format</p>	<p>Illustration</p> <p>Essay (with graphic)</p> <p>Family tree for characters (may also do own)</p> <p>Blog Question</p>	<p>W6</p> <p>RL 9</p> <p>W 1a,d,e</p>	<p><i>The Color Purple</i></p> <p>Frederick Douglass: “What to the Slave Does the 4th of July mean?”</p> <p>Dickinson/ Whitman’s</p> <p>“Song of Myself” Poetry,</p>

		Write creatively based on literary models	Write like Whitman and Dickinson		Critical Lit. essay,
<i>1 week</i>	Graduation Speech	Public speaking Audience Driven	Written speech with option to deliver in class for extra credit	W 1,2,3e,4-7 SL 1-4,6	
Post testing (immediately before Memorial Day break) 2 class periods					
1 week (preferably first week of June)	Drama (Shakespeare) in performance	grammar/language of film	none	RL 7	<i>Othello</i> (dir. O. Parker 1995)
1 week (3 days) last week before regents testing	Final				
Lit. Terminology and Rhetorical Devices (to run concurrently with other activities)		Continue to acquire working literary vocabulary and apply terms to appropriate writing opportunities	Identification of, and use of literary techniques and devices within context of writing and speaking opportunities, especially major literary works	L 4-6	See attached list of terms – review 9-11 lists, add those not yet covered as appropriate