

# LITCHFIELD PUBLIC SCHOOLS

## Core Curriculum Scope and Sequence

### Language Arts Grade 12

**Standard 1:** *How do we understand what we read?*

**Standard 2:** *How does literature enrich our lives?*

**Standard 3:** *How do we write, speak and present effectively?*

**Standard 4:** *How do we use the English language appropriately to speak and write?*

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<p>Unit 1</p> <p>Loss of Humanity</p> <p>20 Weeks</p>	<p><u>CT 1.2e</u> Discuss and respond to texts, making text-to-self, text-to text, and text-to world connections.</p> <p><u>CT 2.3a</u> Discuss, analyze, and evaluate how characters deal with the diversity of human experience and conflict.</p> <p><u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing.</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>NETS*S 3.b</u> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p><u>NETS*S 5.a</u> Advocate and practice safe, legal, and responsible use of information and technology.</p>	<ul style="list-style-type: none"> <li>Analyze and evaluate the use of stylistic devices to deepen understanding of text, including imagery.</li> <li>Analyze and evaluate the use of symbolism.</li> <li>Analyze and evaluate author's use of allusion to arrive at a critical understanding of theme.</li> <li>Analyze author's use of foil characters to arrive at a critical understanding of theme.</li> <li>Analyze author's use of static/dynamic and flat/round characters.</li> <li>Analyze author's use of setting to arrive at critical understanding of theme.</li> <li>Analyze author's use of narrative voice and point of view to arrive at critical understanding of theme.</li> <li>Apply understanding of historical background to</li> </ul>	<p><b>Analytical essay:</b> Students will compose an analytical essay using external sources to support existential, surrealistic, or Freudian critical reading.</p> <p><b>Analytical essay:</b> Students will compose an essay analyzing the author's use of stylistic devices in a selected passage to develop theme.</p> <p><b>Expository essay:</b> Students will compose an essay responding to the theme of Social Darwinism.</p> <p><b>Objective Test:</b> Students will demonstrate ability to understand and analyze literary works on objective and open-ended question tests. Literary works: <i>The</i></p>	<p><i>The Metamorphosis</i> <i>Lord of the Flies</i> <i>Dr. Jekyll and Mr. Hyde</i> <i>One Flew Over the Cuckoo's Nest</i></p>

<p><b>Differentiated Unit Plan</b></p> <p>12 weeks</p>	<p><b><u>CT 2.3c</u> Create responses to texts and examine each work’s contributions to an understanding of human experience across cultures.</b></p> <p><b><u>CT 2.4d</u> Analyze and evaluate themes and connections that cross cultures.</b></p> <p><b><u>NETS* 2.b</u> Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</b></p> <p><b><u>NETS* 6.a</u> Understand and use technology systems.</b></p> <p><b><u>NETS* 6.b</u> Select and use applications effectively and productively.</b></p>	<p>arrive at a more accurate interpretation of text.</p> <ul style="list-style-type: none"> <li>• Identify the allegorical elements of text and evaluate their validity.</li> <li>• Analyze literary works in the context of Existentialism, Surrealism, and Freudianism.</li> <li>• Use an analytical thesis to develop a critical stance.</li> <li>• Use nuance, synonyms, and analogies to inform understanding of vocabulary.</li> <li>• Use online database to support an argument on the validity of Existentialism, Surrealism, or Freudianism.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Analyze and evaluate text using alternative critical methodology, including Gender and Myth/ Archetypal criticism.</b></li> <li>• <b>Analyze literary works in the context of aesthetic movements, including expressionism and surrealism.</b></li> <li>• <b>Analyze elements of film to arrive at a critical understanding of theme.</b></li> </ul>	<p><i>Metamorphosis, Lord of the Flies, Dr. Jekyll and Mr. Hyde, One Flew Over the Cuckoo’s Nest</i></p> <p><b>Quizzes:</b> Students will demonstrate knowledge and skill through vocabulary quizzes.</p> <p><b>Analytical Essay:</b> Students will compose an essay analyzing the author’s use of multiple points of view, discussing how each contributes to the meaning of the work as a whole.</p> <p><b>Analytical Research Paper:</b> Students will compose an essay using external sources, analyzing the literary work as a reflection of Enlightenment thinkers and the politics of power.</p>	<p><i>The Poisonwood Bible</i></p>
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<p>Unit 2</p> <p>Media Literacy in America Today</p> <p>10 Weeks</p>	<p><u>CT 1.1e</u> Draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</p> <p><u>CT 1.1f</u> Make and justify inferences from explicit and/or implicit information.</p> <p><u>CT 1.2b</u> Interpret information that is implied in a text.</p> <p><u>CT 1.2c</u> Distinguish between fact and opinion.</p> <p><u>CT 1.2d</u> Make, support, and defend judgments about texts.</p> <p><u>CT 3.2a</u> Determine purpose, point of view, and audience, and choose an appropriate written, oral, or visual format.</p> <p><u>CT 3.2d</u> Research information from multiple sourced for a specific purpose.</p> <p><u>CT 3.2f</u> Publish and/or present final products in a myriad of ways, including the use of arts and technology.</p>	<ul style="list-style-type: none"> <li>• Identify the ways in which media has evolved – how has traditional mass media changed and stayed the same?</li> <li>• Identify and analyze gender bias in advertising.</li> <li>• Discuss the ubiquity of ads and analyze if ads are intrusive and/or effective.</li> <li>• Analyze various U.S. and international newspapers for differences and explain why they are different.</li> <li>• Characterize the various broadcast and cable channels according to their target audiences.</li> <li>• Analyze how audience segmentation affects both programming and advertising.</li> <li>• Identify the evolution of the Internet.</li> <li>• Identify trends in Internet Technology.</li> <li>• Analyze how the Internet both merges and fragments society.</li> </ul>	<p><b>Self-Assessment:</b> Students will take a media/technology inventory and assess their ownership and use of communications devices. Compare to that of their parents and grandparents.</p> <p><b>Multimedia Project:</b> Students will design an advertising campaign for a selected target audience. Students will compose an essay analyzing the front pages of various U.S. and international newspapers, as posted on the <i>Newseum</i> website.</p>	<p><i>Media Now: Understanding Media, Culture, and Technology</i></p>
<p><b>Differentiated Unit Plan:</b></p> <p><b>Perils of Individualism</b></p>	<p><u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing.</p> <p><u>CT 4.3b</u> Demonstrate</p>	<ul style="list-style-type: none"> <li>• <b>Analyze and evaluate text, using alternative critical methodology, including New Historicist Criticism,</b></li> </ul>	<p><b>Analytical Essay:</b> Students will compose an analytical essay using external sources to support a New Historicist</p>	<p><i>Oedipus Rex</i> <i>Shakespeare's Sonnets</i> <i>King Lear</i> <i>Hedda Gabler</i> <i>One Flew Over the</i></p>

<p>14 Weeks</p>	<p>proficient use of proper mechanics, usage, and spelling skills.  <b>CT 2.1d</b> Analyze literary conventions and devices an author uses and how they contribute meaning and appeal.  <b>CT 2.3b</b> Compare/contrast and evaluate ideas, themes, and/or issues across classical and contemporary texts.  <b>CT 2.4b</b> Discuss how the experiences of an author influence the text.  <b>CT 2.4c</b> Discuss how the experiences of the reader influence the interpretation of the text.</p>	<p>Psychoanalytic, and Myth Criticism (Joseph Campbell and the Hero's Journey).</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the use of stylistic devices to deepen understanding of text, including imagery.</li> <li>• Analyze and evaluate the use of symbolism.</li> <li>• Analyze author's use of setting to arrive at critical understanding of theme.</li> <li>• Analyze author's use of narrative voice and point of view to arrive at critical understanding of theme.</li> <li>• Identify types of 'hero,' in terms of historical and narrative function.</li> <li>• Identify foil characters in terms of narrative function.</li> <li>• Apply understanding of historical background to arrive at a more accurate interpretation of text.</li> <li>• Identify the allegorical elements of text and evaluate their validity.</li> <li>• Analyze literary works in the context of existentialism.</li> <li>• Analyze elements of film to arrive at a critical understanding of theme.</li> <li>• Use an analytical thesis to develop a critical stance.</li> <li>• Use nuance, synonyms, and analogies to inform</li> </ul>	<p>or Psychoanalytic critical reading.</p> <p><b>Analytical Essay:</b>  Students will compose an essay analyzing the author's use of stylistic devices in a selected passage to develop theme.</p> <p><b>Analytical Essay:</b>  Students will compose an essay using Myth criticism, responding to the theme of the Hero's Journey.</p> <p><b>Objective Test:</b>  Students will demonstrate ability to understand and analyze literary works on objective and open-ended question tests.  Literary works: <i>Oedipus Rex, King Lear, Hedda Gabler, One Flew Over the Cuckoo's Nest, The Stranger</i></p> <p><b>Quizzes:</b>  Students will demonstrate knowledge and skill through vocabulary quizzes.</p>	<p><i>Cuckoo's Nest</i>  <i>The Stranger</i></p>
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		<b>understanding of vocabulary.</b>		
<p>Unit 3</p> <p>Hero/Antihero in Film</p> <p>10 Weeks</p>	<p><u>CT 1.1e</u> Draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</p> <p><u>CT 2.3a</u> Discuss, analyze, and evaluate how characters deal with diversity of human experience and conflict.</p> <p><u>CT 2.4d</u> Analyze and evaluate themes and connections that cross cultures.</p> <p><u>CT 2.4f</u> Evaluate the effectiveness of the choices that authors, illustrators, and filmmakers make to express political and social issues.</p> <p><u>CT 3.2a</u> Determine purpose, point of view, and audience, and choose an appropriate written, oral, or visual format.</p>	<ul style="list-style-type: none"> <li>Identify and analyze characteristics of the hero and antihero.</li> <li>Analyze and evaluate the filmmaker's use of setting to deepen understanding of visual text.</li> <li>Analyze and evaluate the use of symbolism to deepen understanding of visual text.</li> <li>Learn and apply film terminology to deepen understanding of visual text.</li> <li>Use critical viewing strategies to understand the layers of meaning.</li> </ul>	<p><b>Multimedia Project:</b> Students will develop multiple film databases, including close reading of a 30-60 second film clip.</p> <p><b>Analytical Essay:</b> Students will compose an essay analyzing the heroic and/or antiheroic characteristics and how these characters develop theme.</p> <p><b>Compare/Contrast Essay:</b> Students will compose an essay comparing heroes/antiheroes in multiple films.</p>	<p><i>Troy</i> <i>Rio Bravo</i> <i>The Big Sleep</i> <i>Indiana Jones: Raiders of the Lost Ark</i> <i>Lara Croft: Tomb Raider</i> <i>Mad Max</i> <i>Dirty Harry</i> <i>Casablanca</i> <i>Pirates of the Caribbean</i></p>
<p><b>Differentiated Unit Plan:</b></p> <p>Search for Self</p> <p>14 Weeks</p>	<p><u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing.</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>CT 3.2d</u> Research information from multiple sources for a specific</p>	<ul style="list-style-type: none"> <li>Analyze and evaluate text using alternative critical methodology, including Reader Response and Phenomenological Criticism.</li> <li>Analyze literary text in the context of contemporary literary and dramatic trends, including oral tradition, Kydian Revenge</li> </ul>	<p><b>Analytical Research Paper:</b> Produce an analytical research paper connecting art and literature, focusing on philosophical, historical, or aesthetic influences and commonalities.</p> <p><b>Analytical Essay:</b></p>	<p><i>Beowulf</i> <i>Hamlet</i> <i>Pride &amp; Prejudice</i> <i>Siddhartha</i> <i>Stories of Frank O'Connor</i></p>

	<p><b>purpose</b>  <b>CT 3.2e</b> Evaluate the validity of primary and secondary sources of information to authenticate research.</p>	<p><b>formula, satire, and orientalism.</b></p> <ul style="list-style-type: none"> <li>• <b>Research and analyze the production of literature and art in context of philosophical, historical, or aesthetic influences.</b></li> <li>• <b>Analyze and evaluate the use of stylistic devices to deepen understanding of text, including imagery.</b></li> <li>• <b>Analyze and evaluate the use of symbolism.</b></li> <li>• <b>Analyze author’s use of setting to arrive at critical understanding of theme.</b></li> <li>• <b>Analyze author’s use of narrative voice and point of view to arrive at critical understanding of theme.</b></li> <li>• <b>Apply understanding of historical background to arrive at a more accurate interpretation of text.</b></li> <li>• <b>Identify the allegorical elements of text and evaluate their validity.</b></li> <li>• <b>Analyze elements of film to arrive at a critical understanding of theme.</b></li> <li>• <b>Use an analytical thesis to develop a critical stance.</b></li> <li>• <b>Use nuance, synonyms, and analogies to inform understanding of vocabulary.</b></li> </ul>	<p><b>Students will compose an essay analyzing the author’s use of stylistic devices in a selected passage to develop theme.</b></p> <p><b>Analytical Essay:</b>  <b>Students will compose an essay using Myth criticism, responding to the theme of the Hero’s Journey.</b></p> <p><b>Objective Test:</b>  <b>Students will demonstrate ability to understand and analyze literary works on objective and open-ended question tests.</b>  <b>Literary works: <i>Beowulf, Hamlet, Pride &amp; Prejudice, Siddhartha, Stories of Frank O’Connor.</i></b></p> <p><b>Quizzes:</b>  <b>Students will demonstrate knowledge and skill through vocabulary quizzes.</b></p>	
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