

Unit 12.4: Commencement

Enduring Understandings

- Effective reading, writing, speaking, listening, and viewing are essential for literate individuals.
- Effective communicators consider the words and ideas of others as they develop their own ideas.
- Language allows us to make sense of the world and bring about change.
- Literate individuals recognize the ethical use of language and have a responsibility to use language ethically.

Essential Questions

- Why does my voice matter?
- How do I join the conversation?
- How does language reflect an understanding of the world?
- How do texts inform thinking and change understanding?
- How do writers and speakers ensure their voices are heard?

Common Tasks

Students should engage in a variety of tasks that demonstrate and deepen their learning. However, in this unit teachers are encouraged to choose from a range of common tasks that offer a variety of ways to intrigue and challenge seniors in their last days of high school and the first days of their future. The teacher will choose four projects from among those listed on these two pages that will keep students engaged and challenged until the end of the quarter:



In this last quarter of high school English, students are offered choices to explore their own interests and curiosities. They add some last meaningful pieces to their body of work and reflect on how they have grown as a result of thinking critically about the humanities.

1. Choosing from among a list of plays, short stories, poems, or essays, participate in literature circles to discuss why the works matter. Choose two works and compare how the authors achieve their purposes.
2. Choosing from among selected novels, participate in literature circles to discuss why the works matter. Then compose an argument explaining what the novel contributes to the literary canon.
3. In great literature every scene is important and no scene exists for its own sake. Choose a key scene from the text and analyze how it contributes to meaning in the work as a whole.
4. Individually or with a group, create a three-minute multimedia presentation (*e.g.*, PowerPoint, interactive whiteboard presentation, slideshow, video) that gives an extended definition of an abstract topic (*e.g.*, learning, literature, responsibility, truth, world).
5. Create a portfolio that represents the body of your work as a student, including at least six pieces of your work and an introductory reflection that explains why you have chosen each piece. (For examples, see <http://www.artandwriting.org/galleryhome.htm>.)

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More Common Tasks

6. Write a commencement speech that you would give if you were addressing your senior class.
7. Create a multi-disciplinary project in which you demonstrate your understanding of some aspect of world literature. Incorporate what you have learned in English and at least one other subject area you have studied, such as psychology, photography, music, painting, film, dance, environmental issues, or another subject of your choice.
8. Teacher Choice: Choose one recommended task from Units 1 to 3 that you would have liked to do, adapt it to Unit 4, and have students complete the task.

The Writing Process

Unit 4 focuses on the power of language and literature in bringing about positive change. Students practice choosing the right words and putting them into the right order to create writing that moves readers emotionally and intellectually and that, at its best, incites social and political action. Students experiment with techniques writers use to expose injustice, to poke fun at the inane, and to mock the absurd. They continue to hone their skills in creating an authentic and powerful voice.

Grammar, Usage, and Sentence Composing

Students continue to work on individual skills listed in their portfolios. In addition, certain skills will be explicitly taught and integrated into writing instruction during Unit 4. The ultimate goal is to have students connect grammar and usage to their reading and incorporate it meaningfully to achieve an appropriate style in writing. Students will increase clarity in their writing and vary their style and voice by

- using correct verb tense, subject-verb agreement, pronoun-antecedent agreement, and pronoun case.
- use subordination and coordination to lend sentence variety to their writing.
- analyze and imitate the sentence style of professional writers.



Students once again consider why literature matters. They work with one another to discover the power, the creativity, and the beauty that literature brings to a world that is sometimes too full of ugliness, reminding future generations of the best that a people have to offer.

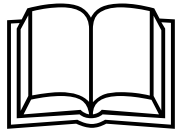
Unit 12.4 Course Terms

- Annotation
- Argument
- Assertion
- Audience
- Civil discourse
- Close reading
- Connotation
- Deduction
- Denotation
- Documentation
- Entering the conversation
- Induction
- Fiction film
- Global conversation
- Moving image
- Multimedia presentation
- Narrative devices
 - Plot
 - Characterization
 - Point of view
 - Setting
 - Conflict
 - Mood
 - Tone
 - Epiphany (moment of insight)
 - Denouement
 - Theme
- Patterns of development
 - Cause and effect
 - Comparison and contrast
 - Definition
 - Division and classification
 - Exemplification
 - Narrative
 - Problem and solution
- Personal voice
- Perspective
- Portfolio
- Presentation skills
 - Verbal
 - Intonation
 - Pause
 - Pitch
 - Rate
 - Stress
 - Volume
 - Nonverbal
 - Body language
 - Eye contact
 - Facial expressions
 - Gestures
- Rhetoric
- Satire
 - Humorous
 - Biting
- Situation comedy (sitcom)
- Six Traits of Writing
 - Ideas
 - Organization
 - Voice
 - Syntax or Sentence Fluency
 - Diction or Word Choice
 - Conventions
- Speaker
- Style
- Tone
- Visual text
- Works cited
- Writing process
 - Inquiry
 - Pre-writing
 - Drafting
 - Revision or deep revision
 - Editing or surface revision
 - Presentation or publishing

Unit 12.4: Texts

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Teachers work with their English 12 team to choose from among texts in Units 1 to 3 that have not been used in any English 12 classes this year.



Students have a final opportunity to read works that are a little different from other works they have read this year—perhaps representative of a culture they have not studied thus far or of a style students have not encountered.

Unit 1 Texts

Games at Twilight
Hamlet
Heart of Darkness/The Secret Sharer
The Joys of Motherhood
King Lear
Metamorphosis
Native Speaker
Nectar in a Sieve
Obasan
Oedipus
Othello
The Plague
Rosencrantz and Guildenstern Are Dead
Siddhartha
So Long a Letter
The Stranger
Waiting for Godot
Woman in the Dunes

Anita Desai
 William Shakespeare
 Joseph Conrad
 Buchi Emecheta
 William Shakespeare
 Franz Kafka
 Chang Rae Lee
 Kamala Markandaya
 Joy Kagawa
 Sophocles
 William Shakespeare
 Albert Camus
 Tom Stoppard
 Hermann Hesse
 Mariama Ba
 Albert Camus
 Samuel Beckett
 Kobo Abe

Unit 2 Texts

Angela's Ashes
Bread Givers
Cat's Eye
Chronicle of a Death Foretold
Dubliners
Interpreter of Maladies
Kite Runner
A Long Way Gone
Monkey Bridge
The Namesake
One Day in the Life of Ivan Denisovich
The Things They Carried

Frank McCourt
 Anya Yeziarska
 Margaret Atwood
 Gabriel Garcia Marquez
 James Joyce
 Jhumpa Lahiri
 Khaled Hosseini
 Ishmael Beah
 Lan Cao
 Jhumpa Lahiri
 Alexander Solzhenitsyn
 Tim O'Brien

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Unit 3 Texts

Beowulf
Brave New World
Canterbury Tales
God of Small Things
The Farming of Bones
Grendel
Gulliver's Travels
The Handmaid's Tale
In the Time of the Butterflies
Kaffir Boy
"Master Harold" ... and the boys
The Power of One
Pygmalion
Reading Lolita in Tehran
Typical American
What Is the What

Tr. Seamus Heaney
 Aldous Huxley
 Geoffrey Chaucer
 Arundhati Roy
 Edwidge Danticat
 John Gardner
 Jonathan Swift
 Margaret Atwood
 Julia Alvarez
 Mark Mathabane
 Athol Fugard
 Bryce Courtenay
 George Bernard Shaw
 Azar Nafisi
 Gish Jen
 Dave Eggers

Teacher Resources

Deeper Reading
Image Grammar
Reading in the Dark
Reading in the Reel World
Sentence Composing
Teaching Adolescent Writers
Writing at the Threshold
<http://www.hulu.com>

Kelly Gallagher
 Harry R. Noden
 John Golden
 John Golden
 Don Killgallon
 Kelly Gallagher
 Larry Weinstein
 (Free films online)



This unit should provide opportunities for collaboration around common areas of interest and curiosity. The lively discussions should reflect the excitement that students feel as they face their upcoming commencement.

Vocabulary and Language Skills

Language study focuses on how word choice creates tone and voice. Students will:

- continue to use Latin and Greek roots to comprehend unfamiliar words.
- identify unfamiliar words in texts and employ strategies to understand meanings in context.
- examine how verbal and nonverbal communication skills affect the message.
- know and use course terms for Unit 4.