Date: January 2016
Proposed Grade Level(s): 12
Grading: A-F
Prerequisites: English 11 (3A and 3B), Enrollment in GPS Program, Completion of GPS Seminars I, II, and III

Intent to Pursue “A-G” College Prep Status: Yes

COURSE DESCRIPTION:

English 4 is the fourth year required course for Global Perspective Studies pathway, curriculum relating to the development of oral and written communication skills, using recently adopted Common Core Standards. The senior level English course focuses on a variety of skill sets to prepare students for college, career, and beyond. Focus will be on an in-depth global study of literature representing a variety of genres, periods, and cultures. Through reading, writing, and verbal activities, seniors will be presented with a rigorous program designed to prepare them for global citizenship, college, and/or the workplace.

Students will meet 12th grade English/Language Arts content standards through two arching themes with a global focus: Social Justice/Human Rights, and Peace Building/Conflict Resolution. Through an investigation and exploration of world literature and informational texts, students will develop an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights, and our responsibility to respect and protect the rights of others. Students will also develop an understanding of the importance of building and maintaining positive, trusting relationships to promote ways in which conflict can be prevented or peacefully resolved.

A global perspective offers students and teachers an approach which takes into account the whole of human society and the environments in which people live. Emphasis on the future, the dynamic nature of society, and each person’s capacity to choose and shape the future with the opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice. With a focus on cooperative learning and action, shared responsibility, critical thinking and communication, students will have the opportunity to develop positive and responsible values and attitudes, important skills, and develop an orientation to active participation.

The GPS Capstone Project will give students the opportunity to research, design, implement, and present a chosen focus for global outreach and project/product sustainability. Throughout this process, students will engage in project-based learning rooted in the Design Thinking model. Students will work in both a spatial and temporal dimension in their investigations and explorations. In the spatial dimension, the learning emphasis will overlap local and global issues to describe interdependence, influence identity, and the ability to make change. In the temporal dimension, students will form and argue connections between
the past, present, and future in the dynamic and changing world which influences identity and interdependence of the people and their ability to respond to global issues. By exploring the learning emphases and dimensions of global education, students will have opportunities to develop the values, knowledge, skills, and capacity for action to become global citizens and positive change makers.

**GENERAL GOALS/ESSENTIAL QUESTIONS:**

Students will understand the local, regional, and global implications and responsibilities of being a global citizen. They will use higher thinking skills to explore and examine specific political, social, cultural, and economic issues, as well as human rights conditions in a range of countries and regions. They will recognize marginalized or silenced groups have rights that need to be met, protected, and defended. They will evaluate the role that international organizations play in protecting human rights. They will identify, investigate, and examine ways in which literature is influenced by and responds to regional and global movements and events.

**Essential questions** regarding social justice/human rights and peace building/conflict resolution will be designed to challenge students to investigate, educate, and develop their own moral compass:

1. What is the nature of mankind?
2. How does one ensure social justice in an unjust world?
3. What is the difference between peace and compliance?
4. How can one recognize and challenge prejudice and cultural stereotypes within our society/literature?
5. How can one negotiate responses to conflict situations and build peace?
6. What is or is not happening in our world to support sustainable futures?
7. What campaign will you get behind to change behavior for a more sustainable future?

**General curricular goals include:**

1. Developing confidence, eloquence, and audience engagement when discussing and presenting global issues in the classroom and other forums.
2. Identifying, discussing, and challenging simplistic reporting, stereotyping, and bias in media.
3. Investigating, reasoning, participating, and communicating using a range of traditional/contemporary texts.

**Thematic Goals:**

**Social Justice/ Human Rights:**

Recognize and challenge prejudice and cultural stereotypes in text; explore the most culturally appropriate ways to take action about social justice and human rights in a specific culture and time period.

**Peace Building/ Conflict Resolution:**

Use oral and written texts to negotiate responses to conflict; explore common modes of resolving cultural conflicts and find ways to interact comfortably.
Sustainable Futures:
Create a media presentation or campaign designed to change behavior for a more sustainable future; describe how languages and cultures frame our thinking about the past, present, and future.

CCSS READING COMPONENT:

Students will build skills in writing and speaking through reading, discussion, and application of memoir, fiction, primary source documents, news articles, and other texts. Students will be reading text closely to determine central ideas, build an evidence base for writing or speaking, determine central themes and ideas within a text, and analyze the development and interaction of individuals, events, and ideas within a text. They will apply their learning and understanding to one of our three core themes for the course: social justice/human rights, peace building/conflict resolution, and sustainable futures.

Key Ideas and Details 1, 2, 3
Craft and Structure 4, 5, 6
Integration of Knowledge and Ideas 7, 8, 9
Text Complexity 10

CCSS WRITING COMPONENT:

Students will write in a variety of genres and levels of formality - Informational/explanatory, argumentative, and narrative writing will be addressed through the topics of universal themes, moral choices and their consequences, literary analysis, character analyses and journeys.

Text Types and Purposes 1, 2, 3
Production and Distribution of Writing 4, 5, 6
Research to Build and Present Knowledge 7, 8, 9
Range of Writing 10

CCSS SPEAKING AND LISTENING COMPONENTS:

These standards will be addressed through individual presentations, small group presentations, small group discussions, half class discussions, and whole class discussions. Additionally, students will demonstrate mastery of these standards through dramatic performance, debate, interview, and mock trial.

Comprehension and Collaboration 1, 2, 3
Presentation of Knowledge and Ideas 4, 5, 6

DETAILED UNITS OF INSTRUCTIONS:

Both semesters will focus on the overarching topics of Social Justice / Human Rights and Peace Building/ Conflict Resolution

Semester 1: Students will focus on the essential questions of:
What is the nature of humankind?
How does one ensure social justice in an unjust world?
How can one recognize and challenge prejudice and cultural stereotypes within our society/literature?

What campaign will you get behind to change behavior for a more sustainable future?

Students will engage in lessons based on oral and written texts to examine responses to inequality and marginalization. Through research and discussion, they will also examine how law affects social justice and human rights. Literary selections will include one Shakespeare text to be selected from *Hamlet, Henry V, The Tempest*, or *The Merchant of Venice*, as well as one of the following novels: *Sold* (India); *A Long Walk to Freedom* (South Africa); *Warriors Don’t Cry* (America). Optional texts include *Cry, the Beloved Country* (Johannesburg, South Africa); *Heart of Darkness* (Congo - Africa); and *100 Years of Solitude* (Latin America), as well as a variety of articles, online resources, primary source documents, and multi-media resources.

Writing, listening, and speaking activities will include writing a personal narrative as part of the college application process, describing how languages and cultures frame our thinking about the past, present, and future; exploring the most culturally appropriate ways to take action about social justice and human rights in a specific culture; identifying, investigating, examining and creating a resolution for global issue (using the Design Thinking model); communicating orally and/or in writing with people in other countries or who have recently immigrated, and present issues relevant to immigration.

Vocabulary study will be text-specific and grammar instruction will focus on all levels of grammar and the college placement test (sentence-level, editing-based).

**Semester 2: Students will focus on the essential questions of:**

What is the difference between peace and compliance?

How can individuals negotiate responses to conflict situations and build peace?

What is or is not happening in our world to support sustainable futures?

What campaign will you get behind to change behavior for a more sustainable future?

Students will engage in lessons based on oral and written texts to examine responses to conflict, and will explore common modes of resolving cultural conflicts and find ways to interact comfortably. Literary selections will include at least two of the following texts: *Brave New World* (England); *The Kite Runner* (Afghanistan); *The Epic of Gilgamesh* (ancient Mesopotamia); *The Brief Wondrous Life of Oscar Wao* (American and Dominican); or *My Forbidden Face* (Tentative) (Afghanistan). Optional texts include *First They Killed My Father* (Cambodia); *Fall of Giants* (Welsh/ World Conflict); and *All the Light We Cannot See* (World conflict), as well as a variety of articles, online resources, primary source documents, and multi-media resources.

Writing, listening, and speaking activities will include using both oral and written texts to negotiate responses to conflict and using language to communicate with a range of audiences about global issues. Students will also conduct a cultural study exploring the role of a culture or country in a global community and synthesize their findings in the form of a well-developed publication.

Vocabulary study will be text-specific, and grammar instruction will focus on all levels of grammar and the college placement test (sentence-level, editing-based).
TEXTBOOKS AND RESOURCE MATERIALS:

Novels and Literature Selections:  *Hamlet / Henry V / Tempest / Merchant of Venice; Cry, the Beloved Country; Epic of Gilgamesh; The Kite Runner; Brave New World; Heart of Darkness; *Sold; *Long Walk to Freedom; *Warriors Don’t Cry; *100 Years of Solitude; *The Brief Wondrous Life of Oscar Wao; *My Forbidden Face; *First They Killed My Father; *Fall of Giants; *All the Light We Cannot See

*Proposed selections
Various articles and online resources
District Approved 12th grade literature / writing anthology.
Primary Source Documents
Various Multi- Media resources

COMMON CORE STANDARDS TO BE ADDRESSED:

READING:
1st Semester:  1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2nd Semester: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Key Ideas and Details:
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

WRITING:
1st Semester: 1, 2, 3, 4, 5, 7, 9, 10
2nd Semester: 1, 4, 5, 6, 7, 8, 9, 10

Text Types and Purposes1:
CCSS.ELA-LITERACY.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.CCRA.W.7
Conduct short, as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING & LISTENING
1st Semester: 3, 4, 6
2nd Semester: 1, 2, 5, 6
**Comprehension and Collaboration:**
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**
CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language**
1st Semester: 1, 2, 3, 4, 5, 6
2nd Semester: 1, 2, 3, 4, 5, 6

**Conventions of Standard English:**
CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**
CCSS.ELA-LITERACY.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use:**
CCSS.ELA-LITERACY.CCRA.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.CCRA.L.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to
comprehension or expression.

**DISTRICT ESLRS TO BE ADDRESSED:**

Students will be

- **Self-directed Learners:** as they conduct a variety of research-based activities focusing on the essential questions.
- **Effective Communicators:** as they present their findings in a wide variety of oral and written activities, for a range of audiences.
- **Quality Producers and Performers:** as they create a range of text-based and media products to present their research and text-based findings.
- **Constructive Thinkers:** as they synthesize information from a range of literary texts, as well as current global issues.
- **Collaborative Workers:** as they engage in class projects and discussions.
- **Responsible Citizens:** as they focus on global and cultural issues with a wide variety of populations.
### Year at a Glance:
**Social Justice / Human Rights and Peace Building/ Conflict Resolution**

<table>
<thead>
<tr>
<th>Essential Questions Addressed</th>
<th>Semester One</th>
<th>Semester Two</th>
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<td>- How does one ensure social justice in an unjust world?</td>
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<td>Examine how law affects social justice and human rights.</td>
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<td><strong>Novels/plays (Select at least 2 per semester - one of which must be Shakespeare):</strong></td>
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<td><em>Sold (India)</em></td>
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<th>Writing</th>
<th>Personal narrative for college writing. Describe how languages and cultures use oral and written texts to negotiate responses to conflict.</th>
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<td>Synthesize findings on cultural study developing and designing learned outcomes within a well developed publication.</td>
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<td>Identify, investigate, examine and create a resolution for a global issue.</td>
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| **Listening & Speaking** | Communicate orally and/or in writing with people in other countries or who have recently immigrated. Present issue of immigration. | Cultural Study - text set and presentation of findings - role of culture/country in global community |
| **Language** | Text Specific Vocabulary All levels of grammar: college placement test focused - sentence level, editing based | Text Specific Vocabulary All levels of grammar: college placement test focused - sentence level, editing based |

| **Standards Addressed:** | **R:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
**W:** 1, 2, 3, 4, 5, 7, 9, 10  
**SL:** 3, 4, 6, **L:** 1, 2, 3, 4, 5, 6 | **R:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
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