



English Department Curriculum Guide

English 12 Literature and Popular Culture – H

Course Description

The Literature and Popular Culture course includes readings from a variety of genres in both classic and contemporary texts from American, British, and global literary traditions. Students will keep a journal for reflective responses to our readings and complete critical expository essays. They will also learn to read as writers and write as readers in preparation for the college writing experience. Throughout the course, students will draw connections between our readings and present popular culture. Multi-week units include: The Role of the United States Supreme Court, The Economy as it Influences Daily Life, The Criminal Justice System, Science, Technology, Progress, America's Obsession with Celebrity, Life After High School. We will analyze thematic relationships between the two, evaluate these relationships in other cultural and literary contexts, and apply our findings through creative expression. This course will culminate in the development of a project that is planned, prepared, and presented in close association with teacher and community involvement. Students can take this course at either a college preparatory or honors level. Senior students are expected to manage their assignments in a timely fashion, engage in direct conversation with the classroom teacher when struggling, and display a willingness to contribute to intellectual discussions. Students can take this course at either a college preparatory or honors level. Students in the honors course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments. The honors level will also require students to read an extra full-length text and write an additional 600-800 word essay each term.

Grade Twelve offers students the opportunity to take either English 12 Literature and Popular Culture Honors or CP. Both classes are college preparatory; placement is determined by performance in Grade 11. Teachers consider differentiating factors when recommending placement; differentiating factors include pace of delivery, complexity of assessment, and expectations for independent study.

Study Habits Required for Success:

1. Close reading of texts: Please expect 30-40 minutes of quiet home reading time 5 nights per week. Distraction (social media) free.
2. Download audiobooks to re-engage attention with text. Podcasts will support Media Study.
3. Use Grammarly on all written submissions. As a college readiness tool, students should have Grammarly on all publishing applications.
4. Annotate/passage map texts for ease of analysis.
5. Make quizlets and flashcards to prepare for full text exams.
6. Stay after with the teacher to ensure expectations prior to submitting a draft.
7. Utilize the steps of the writing process: building knowledge base, brainstorming, outlining, drafting, peer editing, finalizing.



Content Standards, Materials, Student Products

Curriculum Frameworks - Grade 12 English Language Arts

The Massachusetts Department of Elementary and Secondary Education (DESE) identifies six key knowledge and academic skills for English language arts students. In accordance, each term HHS Grade 12 students will:

DESE#1: Read complex texts independently.

- a. HHS Reads selections
- b. *Hamlet*
- c. *I'm Glad My Mom Died*
- d. *The Uglies*
- e. Relevant literary criticism journal articles
- f. Academic journal articles on self-selected nonfiction topics
- g. Timely periodicals, documentaries, and videos

DESE #2: Writes effectively using and/or analyzing sources.

- a. Argumentative essay
- b. Narrative writing
- c. Expository essay
- d. Formal research presentations
- e. Speech (1 per term)
- f. 3-5 page research paper with 3 sources plus the mentor text

DESE #3: Builds and presents knowledge after conducting research.

- a. Term-long research project
- b. 10+ Slide / 5 sources with presentation notes to include infographics
- c. Research proposal
- d. Annotated bibliography
- e. Mini-presentation on research proposal
- f. Formal presentation on final paper

DESE #4: Uses context to determine meaning or words and phrases.

- a. Annotates digital media and print journalism with a focus on syntax, bias and rhetoric.
- b. Participates in “why the word” conversations in class- a close lens of author’s purpose and the enduring legacy of classic texts in modern iterations.
- c. Consideration of cultural and historical language context of research.
- d. Reads elevated opinion/essays (e.g., The Atlantic) with an attention to mature and nuanced vocabulary.

DESE #5: Can identify, assess, interpret, describe, analyze, and explain matters of “civic” life.

- a. Reads media and reviews nonfiction with maturity and respect.
- b. Consider the author’s tone when analyzing material.
- c. Makes connections between each source's ideas or perceived revenue to real world experiences/civic circumstances. For example, is the media motivated by money?

DESE #6: Have the capacity to listen and the ability to communicate in ways that are accessible to others.

- a. Participates in conversations of contrasting views with maturity and respect.
- b. Listens to peer and teacher perspectives, even those in opposition to their own, and formulates a thoughtful response.
- c. Modulates their own verbal delivery dependent upon audience needs.



Subject: English 12 Literature and Popular Culture – CP

Units	Essential Questions
Short Story	<ul style="list-style-type: none"> ▪ How do readers prepare for reading? ▪ What are readers thinking about as they read? ▪ What can a reader do when they don't understand? ▪ What impact does fluency have on comprehension? ▪ Why are strategies important?
Drama	<ul style="list-style-type: none"> ▪ How does culture affect drama through history? ▪ How does drama bridge cultural diversity? ▪ How have the events in history molded drama?
Fiction	<ul style="list-style-type: none"> ▪ How do readers reflect and respond? ▪ What connections do readers make? ▪ How might being able to recognize literary features help in appreciating literature?
Non-Fiction	<ul style="list-style-type: none"> ▪ How is information organized? ▪ Why is information organized in different ways?
Argumentative Writing	<ul style="list-style-type: none"> ▪ How does the audience influence the format of your writing? ▪ How does the purpose influence the format of your writing?
Narrative Writing	<ul style="list-style-type: none"> ▪ Why do we write? ▪ How is your style of writing influenced by purpose? ▪ What is the importance of sharing?
Expository Writing	<ul style="list-style-type: none"> ▪ How do we evaluate writing? ▪ How can we use evaluation and reflection to improve our writing?
Presentations	<ul style="list-style-type: none"> ▪ How do we fix common habits that we commit as public speakers which can be distracting to an audience? ▪ What type of speech presentation approach is best for me and the situation?



Units	Essential Questions
Speaking and Listening	<ul style="list-style-type: none"> ▪ How does speaking clearly at an understandable pace help me and others understand my point? ▪ How does listening to peers help me become a more fluent reader and speaker? ▪ How does speaking and listening allow me to expand/shape my understanding of literature and the world?
Civics Real World Connections	<ul style="list-style-type: none"> ▪ What are the consequences if I do not accept my personal responsibilities to my community? ▪ How do my actions impact others in my community? ▪ How can I impact social change?
Vocabulary and Grammar	<ul style="list-style-type: none"> ▪ What is the purpose of applying grammar and mechanics skills? ▪ What is the purpose of communication? ▪ Where do words or phrases come from? ▪ How does word choice affect meaning?