**Grade 12 Curriculum Map**

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| **GRADE 12, UNIT 1 : Forging a Hero** |
| **INTRODUCTION**  | **Day 1**  | **Unit Video**: Before the Battle**Discuss It:** Around the world and throughout time, leaders have sent warriors into battle. What inspires warriors to make such personal sacrifices? | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening**Academic Vocabulary:** Argument**Launch Text:** A World of Heroes (Lexile 1050)  |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** |
| **HISTORICAL PERSPECTIVES**Focus Period: 750–1066Ancient Warriors**Anchor Text (Epic Poetry):***from Beowulf* translated by Burton Raffel**MEDIA (Graphic Novel):** *from Beowulf* by Gareth Hinds | **Performance-Based Assessment Task**Mode: Write an argumentPrompt: Which counts more—taking a stand or winning?Language Development: Conventions, Create Cohesion and Clarity: Transitions**Standards: W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1. L.12.2** | Whole-Class Learning Strategies:* Listen Actively
* Clarify by asking questions
* Monitor Understanding
* Interact and Share ideas
 | **Essential Question** What makes a hero? | **Unit Goals:**TG p. 4* Read a variety of texts to gain the knowledge and insight needed to write about heroism. **RI.12.10, RL.12.10**
* Expand Knowledge and use of academic and concept vocabulary. **RI.12.4**
* Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. **W.12.1**
* Conduct research projects of various lengths to explore a topic and clarify meaning **W.12.7**
* Use rhetorical devices effectively to strengthen arguments and add interest to writing and Presentations. **L.12.5**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
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|  **Standards Taught** |
| **Reading Literary Text**RL.12.3, RL.12.5, RL.12.7, RL.12.10 | **Reading Informational Text** RI.12.1 |  **Speaking & Listening** SL.12.2, SL.12.5, SL.12.6 | **Language** L.12.3.a, L.12.4.b, L.12.4.c, L.12.6 | **Writing**W.12.1, W.12.2, W.12.2.c, W.12.6, W.12. 9.a | **NOTES:**  |

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| **UNIT 1 Whole-Class Learning GRADE 12 Forging a Hero** |
| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 3-10** |
| **Historical Perspectives****from Beowulf:****TG p. 16-49** | **Close Read**TG p. 20: Analyze expositionTG: p. 21: Analyze antagonist featuresTG: p. 22: Mark therepeated word in lines 67–73.TG: p. 23: Analyze appositionTG: p. 24: I mark phrases in lines 158–164 that describe how the watchman reacts to Beowulf.TG p. 25: Analyze the Epic HeroTG p. 26: notice heroic deedsdescribed by BeowulfTG p. 28: find two phrases that describeGrendelTG p. 31: Traits of an Epic HeroTG p. 32: notice words and phrasesthat have a musical quality.TG p. 33: Analyze historical contextTG p. 34: Reflect on themeTG p. 35: Analyzing toneTG p. 36: Analyze for meaningTG p. 38: Analyze conflictTG p. 39: Mark details in lines 743–770 that show what Beowulf’s men were like in the beginning and how they changedTG p. 41: look for details that explain how Beowulf wants to be buried and rememberedTG p. 42: Analyze characterRL.12.2, RL.12.3 | **Analyze the Text**TG p. 44* Analyze
* Compare and contrast
* Draw conclusions
* Historical perspectives
* Answer the essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 45Structureepicepic hero archetypal patterns RL.12.3, RL.12.5 | **Concept Vocabulary and Word Study**TG p. 46words related to monsters or predatory beastslairstalkedgorgegruesomewrithingloathsomeAnglo-Saxon Suffix: *-some* L.12.4.b, L.12.4.c | **Conventions and Style**TG p. 47Using Syntax for Elaborationsyntax appositiondiazeugma L.12.3.a  | **Writing to Sources:**TG p. 48Comparison-and-Contrast EssayW.12.2, W.12.2c  | **Speaking and Listening:**TG p. 49Research PresentationSL.12.2, SL.12.5, SL.12.6 |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **11-13**  |
| **from Beowulf, Graphic Novel:****TG p. 50-61** | **Close Review**TG p. 52: Analyze details that set the moodTG p. 53: Comprehend sequence of eventsTG p. 54: Analyze themeTG p. 55: Analyze design elements in a graphic novelTG p. 56: Analyze sensory detail in imagesTG p. 57: Comparing characters in a graphic novelRL.12.2, RL.12.3 | **Analyze the Media**TG p. 59* Respond
* Analyze
* Historical perspective
* Answer the Essential Question

RI.12.1 |  | **Media Vocabulary**TG p. 59palettepanelcompositionangleperspectivelighting/color  L.12.6 |  | **Writing to Compare**TG p. 60-61Formulating a ClaimCounterclaimscritical evaluation W.12.1, W.12.1.a, W.12.1.b, W.12.1.f, W.12.5, W.12.9.a |  |
| **First Review****Look:** at each image and determine whom or what it portrays.**Note:** elements in each image that you find interesting and want to revisit**Connect:** details in the images to other media you’ve experienced, texts you’ve read, or images you’ve seen.**Respond:** Complete Comprehension check and writing a brief summary of the selection |
| **Performance Task: Writing Focus** |
| **Days 14-15** |
| TG p. 62-69Mode: Write an argumentPrompt: Which counts more—taking a stand or winning?Language Development: Conventions, Create Cohesion and Clarity: Transitions | Standards: W.12.1.a-f, W.12.4, W.12.5, W.12.10, L.12.1. L.12.2 |

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|  **UNIT 1 Small-Group Learning GRADE 12 Forging a Hero** |
| **Introduction Day 16** |
| **Poetry Collection 1:** *To Lucasta, on Going to the Wars* by Richard Lovelace*The Charge of the Light Brigade*by Alfred, Lord Tennyson**Poetry Collection 1:** *The Song of the Mud*  by Mary Borden*Dulce et Decorum Est* by Wilfred Owen**Media (Interactive Website):** *How Did Harry Patch Become an Unlikely WWI Hero?*BBC iWonder | **Performance-Based Assessment Task**Present an ArgumentPrompt: What heroic traits does the traditional war hero exhibit?**SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6**  | **Small-Group Learning Strategies:*** Prepare
* Participate Fully
* Support Others
* Clarify

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** What makes a hero? | **Unit Goals:**TG p. 4* Read a variety of texts to gain the knowledge and insight needed to write about heroism. **RI.12.10, RL.12.10**
* Expand Knowledge and use of academic and concept vocabulary. **RI.12.4**
* Write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. **W.12.1**
* Conduct research projects of various lengths to explore a topic and clarify meaning **W.12.7**
* Use rhetorical devices effectively to strengthen arguments and add interest to writing and Presentations. **L.12.5**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
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|  **Standards Taught** |
| **Reading Literary Text**RL.12.2, RL.12.4, RL.12.6, RL.12.10 | **Reading Informational Text** RI.12.10 |  **Speaking & Listening** SL.12.1, SL.12.1a | **Language**L.12.1, L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.c, L.12.5, L.12.5.b, L.12.6  |  **Writing**W.12.2, W.12.2.a, W.12.7, W.12.8, W.12.9.a | **NOTES:**  |

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| **Making Meaning** | **Language Development** | **NOTES:**  |
| **Days 17-20** |
| **To Lucasta****The Charge of the Light Brigade TG p. 74-83** | **Close Read**TG p. 77: Analyze a lyric speakerTG p. 79: Analyze the sound of a poemRL.12.4  | **Analyze the Text**TG p. 81 * Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 82Word Choice and Themedictiontonetheme  RL.12.2 | **Concept Vocabulary and Word Study**TG p. 81words that are related to affection and admirationembraceadorehonor Latin Prefix: *ad-*RL.12.4L.12.4, L.12.4.b, L.12.4.c | **Conventions and Style**TG p. 83Coordinating Conjunctions L.12.1, L.12.2, L.12.3 |  |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 21-24**  |
| **The Song of the Mud** **Dulce et Decorum Est TG p. 84-95** | **Close Read**TG p. 86: Analyze a lyric speakerTG p. 87: Analyze a free verse poemTG p. 89: Analyze rhyme and meter | **Analyze the Text**TG p. 91 * Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 92Word Choice and Themedictiontonethemeirony  RL.12.2, RL.12.6 | **Concept Vocabulary and Word Study**TG p. 91words that describe negative qualities of people or things impertinentputridvile Latin Prefix: *ad-*RL.12.4L.12.4, L.12.4.c, L.12.5.b | **Conventions and Style**TG p. 93Types of PhrasesPrepositionprepositional phraseobject of the prepositionL.12.1, L.12.3 | **Writing to Compare:** TG p. 94-95Compare-and-Contrast Essay W.12.2, W.12.2.a, W.12.5, W.12.9.aSl.12.1.a-d |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Effective Expression** | **NOTES:** |
| **Day 25** |
| **Harry Patch:****TG p. 96-99** | **Close Review**TG p. 97: Analyzing visual composition | **Analyze the Media**TG p. 98 * Review and Clarify
* Present and discuss
* Answer the Essential Question

RI.12.1, SL.12.1, SL.12.4 | **Media Vocabulary**TG p. 98navigationembedded videoslide show L.12.6 |  **Writing to Sources**TG p. 99Critical Analysisresearch overview W.12.2, W.12.7, W.12.8 |   |
| **First Review****Explore:** the interactive media to learn about the ideas it presents**Note:** elements that you find interesting and want to revisit**.** **Connect:** ideas in the interactive media to other media you’ve experienced, texts you’ve read, or images you’ve seen.**Respond:** Complete Comprehension check  |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** |
| **Day 26** |
| TG p. 100-101Present an ArgumentPrompt: What heroic traits does the traditional war hero exhibit? | Standards: SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6  |

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| **Overview: Independent Learning** |
| **Day 28** |
| TG p. 102-103, 104A-104F, 104-106Select and read a story from selections available online* Accidental Hero by Zadie Smith
* The New Psychology of Leadership by Stephen D. Reicher, Michael J. Platow, S. Alexander Haslam
* Speech Before Her Troops by Queen Elizabeth I
* The Battle of Maldon translated by Burton Raffel
* Defending Nonviolent Resistance by Mohandas K. Gandhi
* Pericles’ Funeral Oration by Thucydides, translated by Rex Warner
 | Standards: RL.12.10, RI.12.10 |

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| **End-of-Unit Performance-Based Assessment** |
| **Days 29-30** |
| TG p. 107-111Mode: Write an ArgumentPrompt: Which contributes more to heroism—sacrifice or success?Speaking and Listening: SpeechStandards: W.12.1.a-e, W.12.9, W.12.10, SL.12.4 | Standards: W.12.1.a-e, W.12.9, W.12.10, SL.12.4 |

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| **GRADE 12, UNIT 2 : Reflecting on Society** |
| **INTRODUCTION**  | **Day 1**  | **Unit Video**: The Medieval Age andThe Canterbury Tales**Discuss It:** Although we may be aware of societal problems, many of us ignore them and move on. What personal qualities enable some people to stop, pick up a pen, brush, microphone, or camera, and share what they see with the general public? | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening**Academic Vocabulary:** Explanatory Text**Launch Text:** Standing Up to Absolute Power (Lexile 1030)  |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** |
| **Historical Perspectives**Focus Period: 1066–1485England: The Beginnings**Anchor Text (Poetry):** *The Prologue from The Canterbury* *Tales* by Geoffrey Chaucer, translated by Nevill Coghill**Media (Video):** *The Prologue From The Canterbury Tales:* *The Remix*  by Patience Agbabi | **Performance-Based Assessment Task****Mode: Write an Explanatory Essay**Prompt: How does Chaucer find humor in the differencebetween the ideal and the real in the characters that populate The Canterbury Tales?Language Development: Conventions and Style: Informal Style, formal style**W.12.3.a-e; W.12.7, W.12.8, W.12.5, W.12.10, L.12.2, L.12.2.a, L.12.2.b** | **Whole-Class Learning Strategies:*** Listen Actively
* Clarify by asking questions
* Monitor Understanding
* Interact and Share ideas
 | **Essential Question** How do people come to havedifferent views of society? | **Unit Goals:**TG p. 128* Read a variety of texts to gain the knowledge and insight needed to write about social reform. **RL.12.8, RL.12.8**
* Expand Knowledge and use of academic and concept vocabulary. **RI.12.4**
* Write a explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research. **W.12.2**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Maintain a formal style, including following the conventions of hyphenation in formal writing. **L.12.2.a**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
 |
|  **Standards Taught** |
| **Reading Literary Text**RL.12.3, RL.12.5, RL.12.7, RL.12.10 | **Reading Informational Text**  |  **Speaking & Listening** SL.12.4 | **Language** L.12.4.b, L.12.4.c, L.12.4.d, L.12.6 |  **Writing**W.12.1, W.12.1.a, W.12.9.a | **NOTES:**  |

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| **UNIT 2 Whole-Class Learning GRADE 12 Reflecting on Society** |
| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 3-7** |
| **Canterbury Tales:** **TG p. 126-159** | **Close Read**TG p. 129: mark vivid sensory details describing the time of yearTG p. 130: Analyze author’s noteTG p. 131: annotate at least four vivid details that describe the Knight and his son, the SquireTG p. 133: annotate the details that suggest sensitivityTG p. 134: mark details that suggest a fine, luxurious lifestyleTG p. 135: Identify social commentaryTG p. 136: Identify irony and sarcasmTG p. 137: find and annotate the phrase “none knew he was in debt.”TG p. 139: On lines 365–370, I find and annotate the first two lines and the last two.TG p. 140: mark several details that present an appealing picture of the Cook, as well as one that is much less invitingTG p. 142: 473–486 that show how widely the Wife of Bath has traveledTG p. 143: Analyze toneTG p. 144: annotate the details thatdescribe how the Miller treats his customers TG p. 146: find andannotate phrases that appeal to my sense of sight, touch, and smellTG p. 147: notice and annotate phrases that identify objectsTG p. 148: Recognizing voiceTG p. 150: Mark the offer in lines 807–829 that the Host of the Tabard Inn makes to the pilgrimsRL.12.4, L.12.5  | **Analyze the Text**TG p. 154* Contrast
* Analyze
* Interpret
* Historical perspective
* Answer Essential Question

RL.12.1 | **Analyze Craft and Structure**TG p. 155Author’s Choices: Character DevelopmentCharacterizationDirect characterizationIndirect characterizationSocial commentaryRL.12.3 | **Concept Vocabulary and Word Study**TG p. 156words suggesting character traits or personalityvaliantlypersonablesincerityeminentdiscreetdiligent Latin Suffix: -ableL.12.4.b, L.12.4.c, L.12. 4.d | **Conventions and Style**TG p. 157Author’s Choices: Structure heroic couplet closed coupletenjambmentiambic pentameter RL.12.5 | **Writing to** **Sources**TG p. 158Response to Criticism W.12.1 | **Speaking and Listening**TG p. 159Narrative Presentation SL.12.4, W.12.2 |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the text |

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| Making Meaning | **Language Development** | **Effective Expression** |
| **Days 8-12**  |
| **The Prologue from the Canterbury Tales:** **TG p. 160-165** | **Close Review**TG p. 161: Analyze symbolism | **Analyze the Media**TG p. 163* Present and discuss
* Review and synthesize
* Answer the Essential Question

SL.12.1, SL.12.4 | **Media Vocabulary**TG p. 163deliverygestureaudience reactionL.12.6 | **Writing to** **Sources:** TG p. 164-165Argumentative essayRL.12.7, W.12.1, W.12.1.a, W.12.9.a |
| **First Review****Watch:** who speaks, what they say, and how they say it.**Note:** elements that you find interesting and want to revisit**Connect:** ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen **Respond:** Complete Comprehension check  |
| **Performance Task: Writing Focus** |
| **Days 14-15** |
| TG p. 166-173**Write an Explanatory Essay**Prompt: How does Chaucer find humor in the difference between the ideal and the real in the characters that populate The Canterbury Tales?Language Development: Conventions and Style: Informal Style, formal style | Standards: W.12.3.a-e; W.12.7, W.12.8, W.12.5, W.12.10, L.12.2, L.12.2.a, L.12.2.b  |

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|  **UNIT 2 Small-Group Learning GRADE 12 Reflecting on Society** |
| **Introduction Day 16** |
| **Historical Account:***from The Worms of the Earth Against the Lion**from A Distant Mirror* by Barbara W. Tuchman**Essay:** *Shakespeare’s Sister* byVirginia Woolf**Essay(Poetry):** *On Seeing England for the First Time* by Jamaica Kincaid*XXIII from Midsummer* by Derek Walcott**Media (Public Document):** Passenger Manifest MV Empire Windrush | **Performance-Based Assessment Task****Speaking and Listening Focus: Present a Reader’s Theater**Prompt: Which aspects of English society would you change? Which would you keep?SL.1.b, SL.12.3, SL.12.4  | **Small-Group Learning Strategies:*** Prepare
* Participate Fully
* Support Others
* Clarify

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** How do people come to havedifferent views of society? | **Unit Goals:**TG p. 128* Read a variety of texts to gain the knowledge and insight needed to write about social reform. **RL.12.8, RL.12.8**
* Expand Knowledge and use of academic and concept vocabulary. **RI.12.4**
* Write an explanatory essay that contains a clear thesis statement and is developed using facts and details from texts and original research. **W.12.2**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Maintain a formal style, including following the conventions of hyphenation in formal writing. **L.12.2.a**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
 |
|  **Standards Taught** |
| **Reading Literary Text** RL.12.6, RL.12.10 | **Reading Informational Text**RI.12.1, RI.12.3, RI.12.4, RI.12.5, RI.12.6, RI.12.7, RI.12.10  |  **Speaking & Listening**SL.12.1, SL.12.1.a, SL.12.1.b, SL.12.4, SL.12.5 | **Language**L.12.1, L.12.1.a, L.12.1.b, L.12.4, L.12.4.a, L.12.4.c, L.12.4.d, L.12.5 | **Writing**W.12.1, W.12.1.a, W.12.1.b, W.12.2, W.12.7, W.12.9.b | **NOTES:**  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 17-20** |
| **Worms****Distant Mirror****TG p. 178-189** | **Close Read**TG p. 179: Establish contextTG p. 181: Identify cause and effectTG p. 182: Analyze evidenceTG p: 183: Analyze diction and tone | **Analyze the Text**TG p. 186* Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 187Historical Writingprimary sourcesecondary sourceRI.12.1, RI.12.3 | **Concept Vocabulary and Word Study**TG p. 186words related to political turmoildemagogueanimosityprovokeGreek Root Word: agogos L.12.4, L.12.4.c, L.12.4.d | **Conventions and Style**TG p. 188Author’s Choices: Text Structurechronological ordercause-and-effectRI.12.3 | **Speaking and Listening**TG p. 189Discussiondebatepanel discussionrole-playSL.12.1, SL.12.1.a, SL.12.1.b |
| **First Read****Notice:** the general ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Day 21**  |
| **Shakespeare’s Sister:****TG p. 190-197** | **Close Read**TG p. 192: Analyzing an anecdote   | **Analyze the Text**TG p. 194* Review and clarify
* Present and discuss
* Answer the Essential Question

SL.12.1,SL.12.4 | **Analyze Craft and Structure**TG p. 195Interaction and Development of IdeasargumentparadigmclaimRI.12.1, RI.12.3, RI.3.5 | **Concept Vocabulary and Word Study**TG p. 194words related to preferencesgiftedtastefancy Multiple-Meaning Words L.12.4, L.12.4.a, L.12.4.d | **Conventions and Style**TG p. 196Changing Usage L.12.1, L.12.1.a, L.12.1.b, L.12.4.c | **Writing to Sources**TG p.197Argumentupdated argument about Judithargument with narrativeargument about society's power W.12.1, W.12.1.a, W.12.1.b |
| **First Read****Notice:** the general ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 22-24** |
| **Seeing England for the First Time****XXIII:****TG p. 198-215** | **Close Read**TG p. 200: Analyze a metaphorTG p. 202: Analyze a symbolTG p.203: Analyze a stream of consciousnessTG p. 205: Analyze a contrastTG p. 206: Analyze an anecdoteTG p. 208: Analyze toneTG p. 209: Analyze a SimileL.12.5 | **Analyze the Text**TG p. 212* Review and clarify
* Present and discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 213 Author’s Perspective: Historical ContextPerspectiveRI.12.3, RI.12.6 | **Concept Vocabulary and Word Study**TG p. 212 Words about groups of people in social classes within a societysubjugationprivilegedfellowshipsLatin Prefix: sub-L.12.4, L.12.4.a, L.12.4.b | **Conventions and Style**TG p. 214Stylistic Devicesamplification compressionallusionironyRL.12.4, RL.12.6, RI.12.6 | **Speaking and Listening**TG p. 215Digital Presentationhistorical infographicsoral biographical profilecontemporary connection SL.12.4, SL.12.5 |
| **First Read****Notice:** new information orideas you learn about the unit topic as you first read the texts**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 22-23** |
| **Passenger Manifest:** **TG p. 216-223** | **Close Review**TG p. 218: Analyzing public documentsTG p. 219: Analyzing public documentsTG p. 242: Interpret tone | **Analyze the Text**TG p. 222* Present and discuss
* Review and synthesize
* Answer the Essential Question

SL.12.1, SL.12.4 | **Text Features**TG p. 222rows and columnsheadingsstatistics RI.12.5 | **Research**TG p. 223Profile W.12.2, W.12.7, W.12.9.b |
| **First Read****Notice:** new information or ideas you learned about the unit topic as you first read this text. **Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** |
| **Day 26** |
| TG p. 224-225Present a Reader’s TheaterPrompt: Which aspects of English society would you change? Which would you keep? | Standards: SL.12.b, SL.12.3, SL.12.4 |

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| **Overview: Independent Learning** |
| **Day 27-28** |
| TG p. 226-227, 228A-228F, 229-231Select and read a story from selections available online* Occupy LSX May Be Gone, but the Movement Won’t Be Forgotten byGiles Fraser
* Today’s Pygmy Protesters Are No Heirs to Martin Luther King by Nick Herbert
* What We Mean When We Say the People by Edmund Burke
* from The Rape of the Lock by Alexander Pope
* from Candide Voltaire
* An Interview With Benjamin Zephaniah by Eric Doumerc
* Poetry of Benjamin Zephaniah by Benjamin Zephaniah
 | Standards: RL.12.10, RI.12.10 |

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| **End-of-Unit Performance-Based Assessment** |
| **Days 29-30** |
| TG p. 232-235Explanatory EssayWriting Prompt: What factors lead people to criticize their society rather than simply accept it?Speaking and Listening: Storytelling | Standards: W.12.2.a-f, W.12.4, W.12.5, W.12.9, W.12.10, SL.12.1, SL.12.4, SL.12.5, SL.12.6  |

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| **GRADE 12, UNIT 3 : Facing the Future, Confronting the Past** |
| **INTRODUCTION**  | **Day 1**  | **Unit Video**: Introduction to The Tragedy of Macbeth**Discuss It:** What qualities make literature from the past seem vibrant and relevant to readers today? | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening**Academic Vocabulary:** Argument**Launch Text:** Better Never to Have Met at All (Lexile 950L)  |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** |
| **HISTORICAL PERSPECTIVES**Focus Period: 1485–1625Renaissance and Reformation: A Changing England**Anchor Text (Drama):***The Tragedy of Macbeth* by William Shakespeare**Media (Audio Performance):***The Tragedy of Macbeth, Act V,* *Scene I* by L.A. Theatre Works*The Tragedy of Macbeth, Act V,* *Scene I* by LibriVox | **Performance-Based Assessment Task****Write an Argument**Prompt: In what ways does Macbeth attempt to control the future and to bury the past?Language Development: Author’s Style: Establish Voice: Formal StyleW.12.1.a-f; W.12.4, W.12.5, W.12.7; W.12.8, W.12.10, L.12.3, L.12.6 | Whole-Class Learning Strategies:* Listen Actively
* Clarify by asking questions
* Monitor Understanding
* Interact and Share ideas
 | **Essential Question** How do our attitudes toward the past and future shape our actions? | **Unit Goals:**TG p. 238* Read and analyze a variety of texts to gain the knowledge and insight needed to write about attitudes toward time. **RL.12.8, RI.12.8**
* Expand Knowledge and use of academic and concept vocabulary. **RI.12.4**
* Write a response to literature in which you effectively incorporate the key elements of an argument. **W.12.1**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Maintain a formal style and use transition words and varied syntax to connect parts of a text**. L.12.1**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
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|  **Standards Taught** |
| **Reading Literary Text**RL.12.1, RL.12.3, RL.12.5, RL.12.7, RL.12.10 | **Reading Informational Text**  |  **Speaking & Listening**SL.12.1, SL.12.1.a, SL.12.3, SL.12.6 | **Language**L.12.1.a, L.12.2, L.12.2.a, L.12.2.b, L.12.3, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.6 |  **Writing**W.12.1, W.12.2, W.12.2.a, W.12.2.c, W.12.5, W.12.6, W.12.9.A | **NOTES:**  |

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|  **UNIT 3 Whole Class Learning GRADE 12 Facing the Future, Confronting the Past** |
| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 3-5** |
| **Tragedy of Macbeth, Act I:****TG p. 250-279** | **Close Read**TG p. 261: Explore literary devicesTG p. 262: Investigate characterTG p. 263: Analyze plotTG p. 264: markwords and phrases that describe the witches' appearance and behavior.TG p. 265: Examine characterTG p. 266: Track rising actionTG p. 269: mark the metaphor, or implied comparison, in Duncan’s speech to MacbethTG p. 270: Interpret SoliloquyTG p. 271: markdetails related to timeTG p. 272: Consider motiveTG p. 275: Interpret dialogueRL.12.3, RL.12.3, RL.12.4 | **Analyze the Text**TG p. 277: * Interpret
* Cause and effect
* Analyze

RL.12.1 | **Analyze Craft and Structure**TG p. 278Author's Choices: Structuretragediesinternal conflictsoliloquy RL.12.5 | **Concept Vocabulary and Word Study**TG p. 277words related to warfarerevoltcaptivityassaultfloutrebellioustreasons Latin Root: -bell-L.12.4.c | **Speaking and Listening**TG p. 279Soliloquy SL.12.1.a SL.12.6 |
| **First Read****Notice:** whom the story is about, what happens, whereand when it happens, and why those involved react as they do.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 6-7**  |
| **Tragedy of Macbeth, Act II:****TG p. 280-295** | **Close Read**TG p. 282: In Macbeth’s soliloquy beginning on line 31, mark the pronounsTG p. 284: highlight the short sentences of dialogue between Macbeth and Lady MacbethTG p. 286: Interpret symbolsTG p. 287: Analyze verseTG p. 288: Explore dialogueTG p. 289: notice and highlight the adjectives in Macbeth’s questionTG p. 291: Investigate symbolism and imagery | **Analyze the Text**TG p. 293* Describe
* Draw conclusions
* Make inferences

RL.12.1 | **Analyze Craft and Structure**TG p. 294 Author's Choices: Structureiambic foottrochaic footanapestic footiambic pentameterblank verseprosecomic reliefRL.12.5 | **Concept Vocabulary and Word Study**TG p. 293words related to falseness and betrayalallegiancestealthyequivocatesacrilegiouscounterfeitbreachSuffixes and Parts of SpeechL.12.2.b, L.12.4.b | **Writing to Sources**TG p. 295Psychological ReportW.12.1 |
| **First Read****Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Day 8**  |
| **Tragedy of Macbeth, Act III:****TG p. 296-313** | **Close Read**TG p. 298: Identify dramatic ironyTG p. 301: Mark the rhyming words in lines 4–7TG p. 303: Mark the short statements in lines 15–18TG p. 304: note and highlight theadjectives that Macbeth uses to describe himselfTG p. 306: Explore characterizationTG p. 308: Analyze characterization RL.12.3, RL.12.4 | **Analyze the Text**TG p. 311* Analyze
* Evaluate
* Interpret

RL.12.1 | **Analyze Craft and Structure**TG p. 312Author's Choices: StructureCrisisTurning pointClimaxCatastrophe RL.12.3,RL.12.5 | **Concept Vocabulary and Word Study**TG p. 311Words that reveal emotional turmoilfoullyrancorsincensedmaliceenragesmalevolence Latin Prefix: mal-L.12.4.b, L.12.4.d | **Speaking and Listening**TG p. 313Oral Recitation and DiscussionRL.12.3, SL.12.1, SL.12.3, SL.12.6 |
| **First Read****Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 9-10**  |
| **Tragedy of Macbeth, Act IV:****TG p. 314-333** | **Close Read**TG p. 315: Interpret foreshadowingTG p. 316: Mark the repeating lines in the witches’ speechesTG p. 317: Explore characterTG p. 318: Analyze themeTG p. 321: Exploring archetypesTG p. 323: Recognize ironyTG p. 324: Consider motivationTG p. 329: Mark the word that Macduff repeats in lines 216–219.RL.12.3 | **Analyze the Text**TG p. 331* Interpret
* Analyze
* Make inferences

RL.12.1 | **Analyze Craft and Structure**TG p. 332 Imagery and Archetypesimageryarchetype RL.12.3 | **Concept Vocabulary and Word Study**TG p. 331Words related to right and wrongperniciouslaudableavariciousintegritysanctitytreacherous Antonyms L.12.4.c, L.12.5 | Conventions and StyleTG p. 333Exclamatory PhrasesRL.12.3, L.12.3 | **Writing to Sources**TG p. 333Psychological ReportW.12.1  |
| **First Read****Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 11-12**  |
| **Tragedy of Macbeth, Act V:****TG p. 334-353** | **Close Read**TG p. 335: Identify moodTG p. 336: markdetails that relate to being soiled or uncleanTG p. 337: Analyze minor characters’ reactionsTG p. 338: Analyze figurative languageTG p. 340: Analyze extended metaphorsTG p. 342: 17–28, mark details that relate to the ideas of foolishness or futility.TG p. 345: markdetails that relate to the witches’ prophesies | **Analyze the Text**TG p. 348* Interpret
* Evaluate
* Historical perspectives
* Answer essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 349 Shakespearean Tragedytragic charactertragic flawdramatic irony RL.12.1, RL.12.3, Rl.12.5 | **Concept Vocabulary and Word Study**TG p. 350Words related to order and disorderperturbationagitationpurgeantidotepristineusurper Latin Root: -turb-L.12.4.c, L.12.4.d | **Conventions and Styles**TG p. 351Hyphenation of Compound AdjectivesCompound adjectiveHyphenL.12.2, L.12.2.a | **Writing to Sources**TG p. 352Psychological ReportW.12.1 | **Speaking and Listening**TG p. 353News ReportSL.12.1.a, SL.12.6 |
| **First Read****Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Day 13**  |
| **Tragedy of Macbeth, Act V, Scene I****TG p. 354-359** | **Close Review**TG p. 355: Compare and Contrast audio performanceTG p. 312: Examine labeling and captionsTG p. 313: Understand compositionTG p. 314: Scrutinize CompositionRI.12.7 | **Analyze the Media**TG p. 357* Answer the Essential Question

RL.12.7 | **Media Vocabulary**TG p. 357sound effectseditingpacing L.12.6 | **Writing to Compare**TG p. 358Comparison-and Contrast EssayInterpretationRL.12.7, W.12.2, W.12.2.a, W.12.2.c, W.12.5, W.12.9.a |
| **First Review****Listen:** and note who is speaking, what they’re saying, and how they’re saying it. **Note:** elements you find interesting and want to revisit**Connect:** details in the images to other media you’ve experienced, texts you’ve read, or images you’ve seen. **Respond:** Complete Comprehension check  |
| **Performance Task: Writing Focus** |
| **Days 14-15** |
| TG p. 360-367Write an ArgumentPrompt: In what ways does Macbeth attempt to control the future and to bury the past? Language Development: Author’s Style: Establish Voice: Formal Style | Standards: W.12.a-f; W.12.4, W.12.5, W.12.7; W.12.8, W.12.10, L.12.3, L.12.6 |

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| **UNIT 3 Small-Group Learning GRADE 12 Facing the Future, Confronting the Past** |
| **Introduction Day 16** |
| **Poetry Collection 1:** *Sonnet 12**Sonnet 60**Sonnet 73* by William Shakespeare*Sonnet 32 from Pamphilia to Amphilanthus* by Mary Wroth*Sonnet 75* by Edmund Spenser | **Performance-Based Assessment Task****Present an Argument**Prompt: Should literature of the past be rewritten in present-day language for today’s readers?**SL.12.1a-d, SL.12.3, SL.12.4** | **Small-Group Learning Strategies:*** Prepare
* Participate Fully
* Support Others
* Clarify

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** In what ways does the struggle for freedom change with history? | **Unit Goals:**TG p. 276* Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom. **RL.12.8, RI.12.8**
* Expand Knowledge and use of academic and concept vocabulary. **RL.12.4**
* Write informative essay that has a clear structure and that draws evidence from texts and original research. **W.12.2**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Use appropriate and varied sentence structures to create cohesion and clarify relationships**. L.12.1**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
 |
|  **Standards Taught** |
| **Reading Literary Text**RL.12.2, RL.12.4, RL.12.5, RL.12.10 | **Reading Informational Text** RI.12.1, RI.12.9 |  **Speaking & Listening**SL.12.1.c, SL.12. d | **Language**L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.d, L.12.5, L.12.5.a  |  **Writing**W.12.2.a, W.12.2.b  | **NOTES:**  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 17-21**  |
| **Poetry Collection****TG p. 372-383** | **Close Read**TG p. 374: Analyze imageryTG p. 376: Analyze rhyme | **Analyze the Text**TG p. 380* Review and Clarify
* Present and Discuss
* Answer the Essential Question

RI.12.1, SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 381Development of ThemesonnetShakespearean sonnetSpenserian sonnet RL.12.2, RL.12.5 | **Concept Vocabulary and Word Study**TG p. 380words related to human endeavortoilassaydevise Multiple-Meaning Words L.12.4, L.12.4.a | **Conventions and Style** TG p. 382Word Choicefigurative languageSimilesMetaphorsPersonification RL.12.4 | **Writing to Sources** TG p. 383Response to Literature reflectionintroduction to an anthology explanatory statementW.12.2.a, W.12.2.b, L.12.5, L.12.5.a |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 22-25**  |
| **Naked Babe****Cloak of Manliness:** **TG p. 384-399** | **Close Read**TG p. 387: Analyze cohesionTG p.389: Interpret a paradoxTG p. 390: Interpret allusionsTG p. 393: Integrate quotationsTG p. 394:Analyze a conclusion | **Analyze the Text**TG p. 396* Review and Clarify
* Present and discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 397Analyze Argumentscentral ideaclaimsupporting evidence RI.12.9 | **Concept Vocabulary and Word Study**TG p. 396Words related to how something is seen or viewedperceptionunambiguousidiosyncratic Affixes L.12.4, L.12.4.a, L.12.4.b, L.12.4.c | **Conventions and Style** TG p. 398Quotationsquotation marksblock quotationsattributionL.12.3 | **Speaking and Listening**TG p. 399Panel DiscussionSL.12.1.c, SL.12.1.d |  |
| **First Read****Notice:** General ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** |
|  **Day 26** |
| TG p. 400-401Present an ArgumentPrompt: Should literature of the past be rewritten in present-day language for today’s readers? | Standards: SL.12.1.a-d, SL.12.3, SL.12.4 |

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| **Overview: Independent Learning** |
| **Days 27-28** |
| TG p. 402-403, 404a-404f, 404-407Select and read a story from selections available online* from Oedipus Rex Sophocles, translated by David Grene
* Ozymandias BY Percy Bysshe Shelley
* Why Brownlee Left by Paul Muldoon
* Man’s Short Life and Foolish Ambition by Margaret Cavendish, Duchess of Newcastle
* from Macbeth: The Graphic Novel by William Shakespeare, illustrated by John Haward; script adaptation by John McDonald
* The Lagoon by Joseph Conrad
* What’s Your Time Perspective? By Jane Collingwood
* Does Time Pass? by Peter Dizikes
 | Standards: RL.12.10, RI.12.10 |

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| **End-of-Unit Performance-Based Assessment** |
| **Days 29-30** |
| TG p. 408-411Writing to Sources: ArgumentPrompt: What is the relationship of human beings to time?Speaking and Listening: TV Commentary | Standards: W.12.1.a-e; W.12.1.f; W.12.9; W.12.10, SL.12.1, SL.12.4.b  |

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| **GRADE 12, UNIT 4 : Seeing Things New** |
| **INTRODUCTION**  | **Day 1** | **Unit Video**: How Proust Can Change Your Life**Discuss It:** How is it possible for a favorite book to transform you? | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening**Academic Vocabulary:** Narrative**Launch Text:** The Assignment of My Life (Lexile 1070)  |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** |
| **HISTORICAL PERSPECTIVES**Focus Period: 1625–1798A Turbulent Time**Anchor Text (Poetry Collection 1):** *A Valediction: Forbidding Mourning Holy Sonnet 10* by John Donne**Anchor Text (Novel Excerpt):** *from Gulliver’s Travels* by Jonathan Swift**Media (Film/Cover Art):***Travels Among the Lilliputians* *and the Giants* by George Méliè*s**Gulliver’s Travels*Cover Art | **Performance-Based Assessment Task****Write a Reflective Narrative**Prompt: When do we need a new vision of things?Language Development: Conventions and Style: Sentence Variety: Varying Syntax**W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a** | **Whole-Class Learning Strategies:*** Listen Actively
* Clarify by asking questions
* Monitor Understanding
* Interact and Share ideas

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** Why are both vision anddisillusion necessary? | **Unit Goals:**TG p. 414* Read a variety of texts to gain the knowledge and insight about changing perspective. **RL.12.10, RI.12.10**
* Expand Knowledge and use of academic and concept vocabulary **RL.12.4,** **RI.12.4**
* Write a reflective narrative in which you effectively incorporate the key elements of a narrative.**W.12.3**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Vary sentence types and structures to add interest to your writing and presentations. **L.12.1**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
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|  **Standards Taught** |
| **Reading Literary Text**RL.12.1, RL.12.5, RL.12.6, RL.12.9, RL.12.10 | **Reading Informational Text** RI.12.7, RI.12.10 |  **Speaking & Listening**SL.12.4, SL.12.6 | **Language**L.12.1, L.12.3, L.12.3.a, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5.a, L.12.6  |  **Writing**W.12.1, W.12.1.a, W.12.1.b, W.12.3, W.12.3.a-e, W.12.4, W.12.5, W.12.9.a | **NOTES:**  |

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| **UNIT 4 Whole-Class Learning GRADE 12 Seeing Things New** |
| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 3-7**  |
| **Historical Perspective****Valediction****Holy Sonnet 10:****TG p. 422-437** | **Close Read**TG p. 429: mark details related tostillness and other details related to motionTG p. 430: Analyze personificationL.12.5 | **Analyze the Text**TG p. 432* Interpret
* Compare and Contrast
* Historical perspective
* Answer essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 433Impact of Word Choicemetaphysical poetryconceitparadoxirony L.12.5.a | **Concept Vocabulary and Word Study**TG p. 434Words related to the sacred or spiritualvirtuousprofanationlaitydreadfuldeliveryeternal Latin Suffix: -ousL.12.4.c, L.12.4.b | **Conventions and Style**TG p. 435Varying Syntax: Periodic Sentencesperiodic sentencesyntax RL.12.5, L.12.1, L.12.3, L.12.3.a | **Writing to Sources**TG p. 436Narrative SceneW.12.3, W.12.3.b, W.12.3.e | **Speaking and Listening**TG p. 437Comparison of PoemsWL.12.9, SL.12.6 |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 8-11**  |
| **Gulliver’s Travels:****TG p. 438-451** | **Close Read**TG p. 441: Analyze characterTG p. 442: notice andhighlight details that describe how Gulliver walks into townTG p. 443: notice and highlight the details about why people in Lilliput are fighting RL.12.3,  | **Analyze the Text**TG p. 446 * Make Inferences
* Cause and Effect
* Connect
* Historical perspective
* Answer essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 447Author’s Point of View: Satiresatirehyperboleunderstatementverbal irony RL.12.6 | **Concept Vocabulary and Word Study**TG p. 448Words related to government and politicsproclamationfactionimperialdominionsedictambassadors Latin Root: -dict-L.12.4.c, L.12.4.d | **Conventions and Style**TG p. 449Participial and Gerund Phrasesparticiple phrasegerund phrase L.12.1, L.12.3, L.12.3.a | **Writing to Sources**TG p. 450Satiric Narrative W.12.3, W.12.3.d, W.12.4 | **Speaking and Listening**TG p. 451Reflective Narrative on PerspectiveSL.12.4 |
| **First Read****Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | **Effective Expression** | **NOTES:**  |
| **Day 12-13** |
| **Gulliver’s Travels Among the Lilliputians****Cover Art:****TG p. 452-459** | **Close Review**TG p. 453: Analyze characterizationTG p. 454: Analyze design | **Analyze the Media**TG p. 457* Classify
* Evaluate
* Generalize
* Categorize
* Answer the Essential Question
 | **Media Vocabulary**TG p. 457cinematographysuperimpositionmimecover designtypography realism and stylization RL.12.6 | **Writing to Compare**TG p. 458-459Critical Evaluation RL.12.7, W.12.1.a, W.12.1.b, W.12.1, W.12.5, W.9.a  |   |
| **First Review****Look:** at the media to learn about the ideas it presents**Note:** elements that you find interesting and want to revisit**Connect:** details in the images to other media you’ve experienced, texts you’ve read, or images you’ve seen**Respond:** Complete Comprehension check  |
| **Performance Task: Writing Focus** |
| **Days 14-15** |
| TG p. 460-467**Performance-Based Assessment Task**Write a Reflective NarrativePrompt: When do we need a new vision of things?Language Development: Conventions and Style: Sentence Variety: Varying Syntax | Standards: W.12.3.a-e, W.12.5, W.12.10, L.12.2, L.12.3.a |

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| **UNIT 4 Small-Group Learning GRADE 12 Seeing Things New** |
| **Introduction Day 16** |
| **Poetry:** *To His Coy Mistress* by Andrew Marvellz**Poetry Collection 2:***To the Virgins, to Make Much of Time* by Robert Herrick*Youth’s the Season Made for Joys* by John Gay**Poetry Collection 3:***from the Divine Comedy: Inferno*by Dante Alighieri, translated by John Ciardi*The Second Coming* by W. B. Yeats**Short Story:** *Araby*  by James Joyce**Poetry Collection 4:***The Explosion* by Philip Larkin*Old Love* by Francesca Beard | **Performance-Based Assessment Task****Present a Reflective Narrative** Prompt: \_\_\_\_\_\_\_\_\_'s world changed forever when . . .**SL.12.1, SL.12.4** | **Small-Group Learning Strategies:*** Prepare
* Participate Fully
* Support Others
* Clarify

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** Why are both vision anddisillusion necessary? | **Unit Goals:**TG p. 414* Read a variety of texts to gain the knowledge and insight about changing perspective. **RL.12.10, RI.12.10**
* Expand Knowledge and use of academic and concept vocabulary **RL.12.4, RI.12.4**
* Write a reflective narrative in which you effectively incorporate the key elements of a narrative.**W.12.3**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Vary sentence types and structures to add interest to your writing and presentations. **L.12.1**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
 |
|  **Standards Taught** |
| **Reading Literary Text**RL.12.2, RL.12.3, RL.12.4, RL.12.5, RL.12.9, RL.12.10  | **Reading Informational Text**RI.12.2 |  **Speaking & Listening**SL.12.1, SL.12.1.a, SL.12.1.c, SL.12.5  | **Language**L.12.1, L.12.1.a, L.12.1.1.b, L.12.3, L.12.3.a, L.12.4, L.12.4.a, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5 |  **Writing**W.12.1, W.12.2, W.12.4, W.12.6, W.12.9, W.12.9.a  | **NOTES:**  |

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| **Making Meaning** | **Language Development** | **NOTES:**  |
| **Day 17**  |
| **Coy Mistress****TG p. 473-479** | **Close Read**TG p. 474: Interpret imagery | **Analyze the Text**TG p. 477 * Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 478 Development of ThemethemestyletoneimageryRI.12.2 | **Concept Vocabulary and Word Study**TG p. 477Words describe levels of energysportlanguishL.12.4.a, L.12.4.b | **Conventions and Style**TG p. 479Expressing Theme With Verb Moodmoodindicative imperative subjunctiveconditional L.12.2, L.12.2.a |  |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 18-20** |
| **To the Virgins****Youth’s the Season****TG p. 480-489** | **Close Read**  | **Analyze the Text**TG p. 485 * Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 486Development of ThemethemestyletoneImageryirony RL.12.2, RL.12.5 | **Concept Vocabulary and Word Study**TG p. 485Words related to the passage of timesucceedprimeseasonLatin Root: -prim-L.12.4, L.12.4.a, L.12.4.b, L.12.4.c | **Conventions and Style**TG p. 487Varying Syntax: Balanced SentencesParallel StructureAntithesis L.12.1, L.12.3, L.12.3.a | **Writing to Compare**TG p. 488-489StyleToneImageryRL.12.2, W.12.1, W.12.4, W.12.9.a |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 21-22** |
| **Divine Comedy:****TG p. 490-503** | **Close Read**TG p. 492: Interpret an imageTG p. 493: Analyzing an opening eventTG p. 495: Tracking key detailsTG p. 498: Analyze imageryRI.12.2 | **Analyze the Text**TG p. 500* Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 501Author’s Choices: Symbolism  RL.12.1, RL.12.4 | **Concept Vocabulary and Word Study**TG p. 500Words that describe formationjuttedconvergedentwiningLatin Prefix: con-L.12.4, L.12.4a, L.12.4.b, L.12.4.c | **Conventions and Style**TG p. 502Rhetorical Devices:PeriphrasisAllusion RL.12.3, RL.12.4, L.12.5.a | **Research**TG p. 503Presentation With Graphicsillustrated mapannotated timelinediagram of a visionW.12.2, W.12.6, W.12.7, SL.12.1, SL.12.5, SL.12.6 |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Effective Expression** |
| **Day 23-24** |
| **Araby:****TG p. 504-515** | **Close Read**TG p. 505: Analyze personificationTG p. 507: Analyze analogy and metaphorL.12.5  | **Analyze the Text**TG p. 512* Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 513Narrative Structurefirst-person narrationepiphanyinferences  RL.12.5 | **Concept Vocabulary and Word Study**TG p. 512Words related to enduring unpleasant situationstediouschafedintolerableWord FamiliesL.12.4, L.12.4.a, L.12.4.b, L.12.4.d | **Conventions and Style:**TG p. 514Varying Sentences: Loose SentencesRL.12.3, RL.12.5, L.12.1, L.12.3., L.12.3.a | **Writing to Sources**TG p. 515Comparison-and-Contrast EssayRL.12.9, W.12.2, W.12.9, W.12.9.a |
| **First Read****Notice:** whom or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Day 25**  |
| **The Explosion****Old Love:****TG p. 516-525** | **Close Read**TG p. 519: Analyze a symbol  | **Analyze the Text**TG p. 522* Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 523Impact of Word Choiceimagerysound devicesalliterationconsonanceassonance  RL.12.4  | **Concept Vocabulary and Word Study**TG p. 522Words are about vision or ways of seeing thingsdimmedprismaticwaveredMultiple-Meaning WordsL.12.4, L.12.5 | **Conventions and Style:**TG p. 524Meter and Free Versemeterfootiambtrocheefree verse RL.12.5 | **Speaking and Listening**TG. p. 525Response to Literaturepanel discussionpoetry readingmultimedia presentation SL.12.1, SL.12.1, SL.12.1.a, SL.12.1.c, SL.12.5 |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** |
| **Day 26** |
| TG p. 526-527Present a Reflective Narrative Prompt: \_\_\_\_\_\_\_\_\_'s world changed forever when . . .. | Standards: SL.12.1, SL.12.4 |

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| **Overview: Independent Learning** |
| **Days 27-28** |
| TG p. 528-529, 530A-530F, 530-533Select and read a story from selections available online* from Pilgrim’s Progress by John Bunyan
* The Lamb by William Blake
* The Tyger by William Blake
* The Chimney Sweeper by William Blake
* Sleep by NOVA scienceNOW, hosted by Neil deGrasse Tyson
* from The Pillow Book by Sei Shōnagon, translated by Ivan Morris
* Kubla Khan by Samuel Taylor Coleridge
 | Standards: RI.12.10, RL.12.10 |

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| **End-of-Unit Performance-Based Assessment** |
| **Days 29-30** |
| TG p. 534-537Writing to Sources: Reflective NarrativeWriting Prompt: When can the way we look at things lead to growth—and when can it hold us back?Speaking and Listening Outcome: Dramatic Reading | Standards: W.12.3.a-e, W.12.10, SL.12.1, SL.12.4 |

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| **GRADE 12, UNIT 5 : Discovering the Self** |
| **INTRODUCTION**  | **Day 1** | **Unit Video**: What Is the Self? **Discuss It:** If you could draw a map of the self, what would be its regions? | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening**Academic Vocabulary:** Personal Narrative**Launch Text:** Early Dismissal (Lexile 1200L)  |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** |  |  |  |
| **Historical Perspectives**Focus Period: 1798–1832An Era of Change**Anchor Text (Poetry Collection 1):** *Lines Composed a Few Miles Above Tintern Abbey* by William Wordsworth*from The Prelude* by William Wordsworth**Anchor Text (Poetry Collection 2):** *Nightingale* by John Keats*Ode to the West Wind* by Percy Bysshe Shelley**Anchor Text (Novel Excerpt):***from Frankenstein* by Mary Wollstonecraft Shelley | **Performance-Based Assessment Task****Write a Personal Narrative**Prompt: How does the world around us contribute to our sense of self?Language Development: Conventions and Style: Spell Correctly**W.12.3.a-e, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2, L.12.2.b** | **Whole-Class Learning Strategies:*** Listen Actively
* Clarify by asking questions
* Monitor Understanding
* Interact and Share ideas
 | **Essential Question** How do we define ourselves? | **Unit Goals**TG p. 540* Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes. **RL.12.2**
* Expand knowledge and use of academic and concept vocabulary **RL.12.4,** **RI.12.4**
* Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences. **W.12.3**
* Conduct research projects of various lengths to explore a topic and clarify meaning.**W.8.7**
* Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences. **L.12.2**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
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|  **Standards Taught** |
| **Reading Literary Text**RL.12.2, RL.12.4, RL.12.5, RL.12.8, RL.12.9, RL.12.10   |  **Speaking & Listening**SL.12.1, SL.12.3, SL.12.5  | **Language**L.12.1, L.12.2, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.5.b  | **Writing**W.12.2, W.12.9.a  | **NOTES:**  |

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| **Making Meaning** | **Language Development** | **NOTES:**  |
| **Days 3-6**  |
| **Historical Perspectives****TG p. 548-55I****Lines Composed:****TG p. 554-567** | **Close Read**TG p. 555: Payattention to the sound of the words the poet choseTG p. 556: look fordetails that show the speaker is addressing the river directlyTG p. 557: look forwords that show the roles nature plays for the speakerTG p. 558: Analyze themeTG p. 560: Note the author’s use of words starting with sRL.12.2, RL.12.4 | **Analyze the Text**TG p. 564* Interpret
* Connect
* Historical perspectives
* Answer the essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 565Literary Movement: Romanticism RomanticismRomantic PhilosophyEmphasis on the SelfEmphasis on FreedomRomantic AestheticOrdinary DictionSensory Language RL.12.2, RL.12.4 | **Concept Vocabulary and Word Study**TG p. 566Words related to positive spiritual or emotional statestranquilsublimesereneharmonyblissdesire Denotation and Nuance L.12.4.c, L.12.5, L.12.5.b | **Conventions and Styles**TG p. 567Wordsworth’s Poetic Structure Lyric poetryVariable Stanza LengthsSimple LanguageBlank VerseFluid Line Breaksenjambment RL.12.5 |  |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 7-8**  |
| **Ode to a Nightingale****Ode to the West Wind:****TG p. 568-583**  | **Close Read**TG p. 571: Interpreting conflictTG p. 604: notice and annotate the details that focus on the negative aspects of lifeTG p. 572: notice and annotate the words and phrases used to describe deathTG p. 573: noticethat the poet uses the same word to end one stanza and begin the nextTG p. 575: Mark rhyming words at the ends of lines in part IIITG p. 576: Mark details in part IV in which the speaker compares himself to something elseRL.12.2, 2 RL.12.4 | **Analyze the Text**TG p. 578* Interpret
* Connect
* Answer the essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 579Literary Movement: Romanticismthemesode RL.12.2, RL.12.5 | **Concept Vocabulary and Word Study**TG p. 580Words related to death and decayhemlockrequiemcorpsedecayingdirgesepulcher Latin Root: -corp-RL.12.5, L.12.4.c | **Conventions and Styles**TG p. 581Use of Symbolism SymbolThemeRL.12.4, L.12.5 | **Writing to Compare**TG p. 582-583Informative Essay RL.12.2, W.12.2, W.12.5, W.12.9.a |
| **First Read****Notice:** who or what is “speaking” the poem and whether each poem tells a story or describes a single moment. **Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 10-13**  |
| **From Frankenstein:****TG p. 584-603**  | **Close Read**TG p. 586: noticeand highlight the details that convey intense emotion and describe the way the Creature describes himselfTG p. 587: mark places in which the monster compares himself to Adam in the Bible and in John Milton’s epic poem Paradise Lost.TG p. 589: mark details that show the Creature’s response to the beauty of natureTG p. 590: Analyze characterizationTG p. 592: notice and highlight a word that the Creature uses frequently to describe the villagers. TG p. 593: mark details that relate to Victor Frankenstein’s EmotionsTG p. 594: mark the highlights of the Creature’s plan for his futureTG p. 596: mark details that relate to the physical setting | **Analyze the Text**TG p. 598* Analyze
* Evaluate
* Historical perspectives
* Answer essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 599Literary Movement: Gothic LiteratureNovelRL.12.5, RL.12.8, RL.12.9, L.12.5 |  **Concept Vocabulary and Word Study**TG p. 600Words related to negative perceptions and reactionshideousodiousdespairdreadconsternationmaliciousLatin Root: -mal-L.12.4.B, L.12.4.d, L.12.5 | **Conventions and Style**TG p. 601Commas in Elliptical Sentenceselliptical sentence L.12.1, L.12.2 | **Writing to Sources**TG p. 602Personal NarrativeW.12.3. W.12.3.a, W.12.3.b | **Speaking and Listening**TG p. 603Research PresentationSL.12.1, SL.12.2, SL.12.5 |
| **First Read****Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check by writing a brief summary of the selection  |
| **Performance Task: Writing Focus** |
| **Days 14-15** |
| TG p. 604-611Write a Personal NarrativePrompt: How does the world around us contribute to our sense of self?Language Development: Conventions and Style: Spell Correctly | Standards: W.12.3.a-e, W.12.4, W.12.5, W.12.10, L.12.1, L.12.2, L.12.2.b  |

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|  **UNIT 5 Small-Group Learning GRADE 12 Discovering the Self** |
| **Introduction Day 16** |
| **Novel Excerpt:** *from Mrs. Dalloway* by Virginia Woolf**Poetry Collection 3:** *Apostrophe to the Ocean from Childe Harold’s Pilgrimage* by George Gordon, Lord Byron*The World Is Too Much With Us* by William Wordsworth*London, 1802* by William Wordsworth**Novel Excerpt:** *The Madeleine**from Remembrance of Things Past* by Marcel Proust**Science Journalism:** *The Most Forgetful Man in the World**from Moonwalking With Einstein* by Joshua Foer**Media (Radio Broadcast):** When Memories Never Fade, the PastCan Poison the Present from All Things Considered by Alix Spiegel | **Performance-Based Assessment Task****Present a Narrative**Prompt: What does it mean to find or lose oneself?**SL.12.1, SL.12.4** | **Small-Group Learning Strategies:*** Prepare
* Participate Fully
* Support Others
* Clarify

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** How do we define ourselves? | **Unit Goals**TG p. 540* Evaluate written personal narratives by analyzing how authors introduce and develop central ideas or themes. **RL.12.2**
* Expand knowledge and use of academic and concept vocabulary **RL.12.4,** **RI.12.4**
* Write a personal narrative in which you effectively develop experiences or events using well-chosen details and well-structured sequences. **W.12.3**
* Conduct research projects of various lengths to explore a topic and clarify meaning.**W.8.7**
* Correctly use serial commas to clarify meaning and dashes to add drama and emphasis in sentences. **L.12.2**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
 |
|  **Standards Taught** |
| **Reading Literary Text**RL.12.3, RL.12.4, RL.12.5, RL.12.10 | **Reading Informational Text**RI.12.4, RI.12.6, RI.12.7, RI.12.10  |  **Speaking & Listening**SL.12.1, SL.12.1.a, SL.12.1.b  | **Language**L.12.1, L.12.1.a, L.12.2, L.12.3, L.12.4, L.12.4.b, L.12.4.c, L.12.4.d, L.12.5, L.12.5.a, L.12.6 |  **Writing**W.12.1, W.12.1.a, W.12.3, W.12.7, W.12.8, W.12.9.b  | **NOTES:**  |
| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 17-18** |
| **Mrs. Dalloway****TG p. 616-623** | **Close Read**TG p. 617: Analyze flashbacks   | **Analyze the Text**TG p. 620* Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 621Author’s Choices: Modernist Structuresmodernismstream-of-consciousness narrationnonlinear narrativesPsychologies RL.12.3, RL.12.5 | **Concept Vocabulary and Word Study**TG p. 620Words all evoke a dreary mood solemnityleadendejectedAnglo-Saxon Suffix: -enL.12.4, L.12.4.b | **Conventions and Style**TG p. 622Using Dashes for Effect L.12.2, L.12.3 | **Speaking and Listening**TG p. 623Oral Presentationpanel discussiondebateresponse to literatureSL.1, SL.1.a, SL.1.b |  |
| **First Read****Notice:** whom the story is about, what happens, whereand when it happens, and why those involved react as they do**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check and write a brief summary of the text |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 19-20** |
| **Apostrophe to the Ocean****The World is Too Much:** **TG p. 624-635** | **Close Read**TG p. 626: Understand apostropheTG p. 629: Analyze figurative languageL.12.5  | **Analyze the Text**TG p. 632* Review and Clarify
* Present and Discuss
* Answer the Essential Question

SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 633Figurative Languagefigurative languagesimilemetaphorpersonificationoxymoron apostrophe  RL.12.4, L.12.5 | **Concept Vocabulary and Word Study**TG p. 632Words that describe things as being unpleasanttorridsordidstagnantCognatesL.12.4, L.12.4.c, L.12.5 | **Conventions and Style**TG p. 634Archaic Diction L.12.1, L.12.1.a | **Research**TG p. 635Historical Investigative Research Reportreport that comparesreport that explainsreport that analyzes W.12.7, W.12.8  |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 21-22** |
| **The Madeleine****TG p. 636-645** | **Close Read**TG p. 637: Analyze sensory language L.12.5 | **Analyze the Text**TG p. 642* Review and Clarify
* Present and Discuss
* Answer essential question

RI.12.1, SL.12.1. SL.12.4 | **Concept Vocabulary and Word Study**TG p. 642Words all describe intangible attributes of thingsinnocuousillusoryimpalpable Latin Prefix: in- L.12.4.b, L.12.4.d | **Analyze Craft and Structure**TG p. 643Impact of Word Choice on Themessensory languageRL.12.4, L.12.5 | **Conventions and Style**TG p. 644Rhetorical Devicesrhetorical deviceanaphora RL.12.5 | **Writing to Sources**TG p. 645Narrativenarrative retellingfictional diary entryextension W.12.3 |  |
| **First Read****Notice:** whom the story is about, what happens, whereand when it happens, and why those involved react as they do.**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 23-25** |
| **The Most Forgetful Man****TG p. 646-657** | **Close Read**TG p. 648: Analyze narrative styleTG p. 650: Analyze toneTG p. 653: Analyze scientific articles  | **Analyze the Text**TG p. 655* Review and Clarify
* Present and Discuss
* Answer essential question

RI.12.1, SL.12.1. SL.12.4 | **Technical Vocabulary**TG p. 655Words are all related to psychology and the study of the mindamnesiacognitivepathological Greek Prefix: a-L.12.4.a, L.12.4.b | **Analyze Craft and Structure**TG p. 656Science Journalismscience journalismpurposesRI.12.4, RI.12.6 | **Conventions and Style**TG p. 656Technical Writing and Audiencetechnical writingdefinitionsimilemetaphor L.12.3 | **Writing to Sources**TG p. 657Narrativenarrative retellingfictional diary entryextension W.12.3  |
| **First Read****Notice:** the general ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Effective Expression** | **NOTES:**  |
| **Days 23-25** |
| **Memories Never Fade****TG p. 646-657** | **Close Review**TG p. 659: Analyze evidence   | **Analyze the Media**TG p. 661* Review and Clarify
* Present and Discuss
* Answer essential question

RI.12.1, SL.12.1. SL.12.4 | **Media Vocabulary**TG p. 661Words to use while discussing radio broadcastshostcorrespondentinterviewee L.12.6 |  **Writing to Compare**TG p. 662Evaluative Essay RI.12.7, W.12.1.a, W.12.1, W.12.5, W.12.9.b |  |
| **First Review****Listen:** and note who is speaking, what they’re saying, and how they’re saying it**Note:** elements you find interesting and want to revisit. **Connect:** ideas in the audio to other media you’ve experienced, texts you’ve read, or images you’ve seen**Respond:** Complete Comprehension check and write a brief selection of the summary |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** |
| **Day 26** |
| TG p. 664-665**Present a Narrative**Prompt: What does it mean to find or lose oneself? | **Standards**: SL.12.1, SL.12.4 |

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| **Overview: Independent Learning** |
| **Days 27-28** |
| TG p. 666-667, 668A-668F, 668-671Select and read a story from selections available online* Seeing Narcissists Everywhere by Douglas Quenqua
* A Year in a Word: Selfie by Gautam Malkani
* from Time and Free Will by Henri Bergson
* from The Portrait of a Lady by Henry James
 | Standards: RL.12.10, RI.12.10 |

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| **End-of-Unit Performance-Based Assessment** |
| **Days 29-30** |
| TG p. 672-675Writing to Sources: What types of experiences allow us to discover who we really are?Speaking and Listening: Elevator Introduction | **Standards**: W.12.3.a-e; SL.12.4, SL.12.2.5  |

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| **GRADE 12, UNIT 6 : Finding a Home** |
| **INTRODUCTION**  | **Day 1** | **Unit Video**: The British Empire SetsIts Sights West**Discuss It:** How do you define “home” when your nation is a global empire? | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening**Academic Vocabulary:** Informative Text**Launch Text:** Home Away From Home (Lexile 1120L)  |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** |  |  |
| **HISTORICAL PERSPECTIVES**Focus Period: 1901–PresentA Changing World**Anchor Text (Essay):** *Back to My Own Country: An Essay* by *Andrea Levy***Anchor Text (Essay):***Shooting an Elephant* by George Orwell | **Performance-Based Assessment Task****Mode: Write an Informative Essay**Prompt: How did British colonialism complicate the idea of home?Language Development: Conventions and Style, Create a Coherent Whole: use transitions**W.12.2.f; W.12.4; W.12.5; W.12.7, W.12.8, W.12.9.B, W.12.10, L.12.1, L.12.2, L.12.2.b**  | **Whole-Class Learning Strategies:*** Listen Actively
* Clarify by asking questions
* Monitor Understanding
* Interact and Share ideas
 | **Essential Question** What does it mean to call a place home? | **Unit Goals**TG p. 678* Evaluate written informative texts by analyzing how authors introduce and develop central ideas. **RI.12.2**
* Expand knowledge and use of academic and concept vocabulary **RI.12.4**
* Write an informative essay in which you effectively convey complex ideas, concepts, and information. **W.12.2**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas. **L.12.1**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
 |
|  **Standards Taught** |
| **Reading Literary Text**  | **Reading Informational Text**RI.12.1, RI.12.3, RL.12.5, RI.6.10, RI.12.10 |  **Speaking & Listening**  | **Language**L.12.1.a, L.12.1.b, L.12.3, L.12.5 | **Writing**W.12.2.a-f,W.12.4, W.12.5, W.12.7, W.12.8, W.12.9.b, W.12.10 L.12.1, L.12.2, L.12.2.b  | **NOTES:**  |

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| **UNIT 6 Whole Class Learning GRADE 12 Finding a Home** |
| **Making Meaning** | **Language Development** | **NOTES:**  |
| **Days 3-8** |
| **Historical Perspective****Back to My Own** **Country****TG p. 686-703** | **Close Read**TG p. 691: notice and highlight the details that describe the Caribbean man’s mannerisms and the author’s reaction to himTG p. 692: Mark details in paragraph 4 that show the author’s “Englishness.”TG p. 694: notice and highlight the details that describe the incident in a racism awareness courseTG p. 696: Investigate settingTG p. 697: noticeand highlight the details about the kinds of information the British included in the curriculum.TG p. 698: Mark details in paragraph 35 that describe the “gift” of postwar immigration.RI.12.1 | **Analyze the Text**TG p. 700: * Interpret
* Make inferences
* Historical perspectives
* Answer essential question

RL.12.1 | **Analyze Craft and Structure**TG p. 701Author's Point of View and Purposeessaypoint of viewauthor's purpose RI.12.6 | **Concept Vocabulary and Word Study**TG p. 702Words related to encounters between culturesassimilateentitlementupbringingmyriadindigenoushybrid Etymology and Usage L.12.1.a, L.12.1.b, L.12.3 | **Conventions and Style**TG p. 703Voice and Development of Ideasrhetorical questionsentence fragment RI.12.6 |  |
| **First Read****Notice:** the general ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check by writing a brief summary of the selection  |
| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 9-13**  |
| **Shooting an Elephant:****TG p. 704-717** | **Close Read**TG p. 705: mark words Orwell uses to describe the way Burmese people feel about EuropeansTG p. 706: mark sentences that showOrwell’s feelings about the British and BurmeseTG p. 707: mark details that describe the events that are taking placeTG p. 708: mark adjectives thatOrwell uses to describe his missionTG p. 709: In paragraph 9, mark the details of Orwell’s PlanTG p. 710: paragraph 14, mark people’s responses to the killing of the elephantRI.12.4, RI.12.3 | **Analyze the Text**TG p. 712* Interpret
* Draw conclusions
* Make a judgement
* Historical perspectives
* Answer the Essential Question

RL.12.1 | **Analyze Craft and Structure**TG p. 713Situational Irony cultural conflictironyverbal ironysituational ironyRI.12.1,RI.12.3 | **Concept Vocabulary and Word Study**TG p. 714Words related to political strugglesimperialismsupplantdespoticconventionalizedresolutepretext Word Origins and Connotation L.12.4.b | **Conventions and Style**TG p. 715Formal and Informal Languageformal languageinformal language tone RI.12.6, L.12.3 | **Writing to Sources**TG p. 716-717Compare-and-Contrast EssayVoiceToneDictionSentence structureRI.12.3, RI.12.5, W.12.2, W.12.2.a, W.12.2.c, W.12.2.f, W.12.9.b |
| **First Read****Notice:** the general ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check by writing a brief summary of the selection  |
| **Performance Task: Writing Focus** |
| **Days 14-15** |
| TG p. 718-715**Write an Informative Essay**Prompt: How did British colonialism complicate the idea of home?Language Development: Conventions and Style, Create a Coherent Whole: use transitions | Standards: W.12.2.f; W.12.4; W.12.5; W.12.7, W.12.8, W.12.9.B, W.12.10, L.12.1, L.12.2, L.12.2.b  |

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| **UNIT 6 Small-Group Learning GRADE 12 Finding a Home** |
| **Introduction Day 16** |
| **HISTORY***from A History of the English Church and PeopleBede,* translated by Leo Sherley-Price**Media (Website):** *from History of Jamaica*Encyclopaedia Britannica**Poetry Collection 1:** *The Seafarer* translated by Burton Raffel*The Seafarer Dover Beach* by Matthew Arnold*Escape From the Old Country* by Adrienne Su**Poetry Collection 2:** *The Widow at Windsor* by Rudyard Kipling*From Lucy: Englan’ Lady* by James Berry | **Performance-Based Assessment Task****Present a Panel Discussion**Prompt: What makes a place important enough to write about?**SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6** | **Small-Group Learning Strategies:*** Prepare
* Participate Fully
* Support Others
* Clarify

**Working as a Team**1. Take a Position
2. List Your Rules
3. Apply the Rules
4. Name your Group
5. Create a Communication Plan

**Making a Schedule****Working on Group Projects** | **Essential Question** What does it mean to call a place home? | **Unit Goals**TG p. 678* Evaluate written informative texts by analyzing how authors introduce and develop central ideas. **RI.12.2**
* Expand knowledge and use of academic and concept vocabulary **Rl.12.4,** **RI.12.4**
* Write an informative essay in which you effectively convey complex ideas, concepts, and information. **W.12.2**
* Conduct research projects of various lengths to explore a topic and clarify meaning. **W.12.7**
* Correctly use appropriate and varied transitions to vary sentence structure and connect related ideas. **L.12.1**
* Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.12.1**
* Integrate audio, visuals, and text in presentations **SL.12.5**
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|  **Standards Taught** |
| **Reading Literary Text**RL.12.2, RL.12.3, RL.12.4, RL.12.5, RL.12.10 | **Reading Informational Text**RI.12.1, RI.12.5, RI.12.7, RI.12.10  |  **Speaking & Listening**SL.12.4  | **Language**L.12.1.a, L.12.1.b, L.12.2, L.12.3, L.12.4, L.12.4.a, L.12.4.b, L.12.4.c, L.12.5, L.12.6  |  **Writing**W.12.2, W.12.2.e, W.12.9.b  | **NOTES:**  |

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| **Making Meaning** | **Language Development** | **NOTES:**  |
| **Day 17** |
| **A History of the English Church and People****TG p. 730-737** | **Close Read**TG p. 733: Identify extended metaphorTG p. 822: Understand eighth century textsL.12.5 | **Analyze the Text**TG p. 735* Review and Clarify
* Present and Discuss
* Answer the Essential Question

RI.12.1, SL.12.1, SL.12.4 | **Analyze Craft and Structure**TG p. 736Elements of Historical Writinghierarchy RI.12.1, RI.12.5 | **Concept Vocabulary and Word Study**TG p. 735Words related to size or numberbreadthaboundinginnumerableAnglo-Saxon Suffix: -thL.12.4.b, L.12.4.c | **Conventions and Style**TG p. 737Punctuation in Series— serial, or Oxford comma L.12.1.a, L.12.1.b, L.12.2 |  |
| **First Read****Notice:** the general ideas of the text. What is it about? Who is involved?**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Effective Expression** | **NOTES:**  |
| **Day 18** |
| **History of Jamaica****TG p. 738-743** | **Close Review**TG p. 739: Analyze design   | **Analyze the Media**TG p. 741* Review and Clarify
* Present and Discuss
* Answer essential question

RI.12.1, SL.12.1. SL.12.4 | **Media Vocabulary**TG p. 741Words to use while discussing online encyclopedia articlesentrycross-referencehyperlink L.12.6 |  **Writing to Compare**TG p. 742-743Comparison-and Contrast EssayRI.12.1, RI.12.7, W.12.2, W.12.5, W.12.5, W.12.9.b |  |
| **First Review****Explore:** the interactive mediato learn about the ideas it presents.**Note:** elements you find interesting and want to revisit. **Connect:** ideas in the interactive media to other media you’ve experienced, texts you’ve read, or images you’ve seen**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 19-22** |
| **The Seafarer** **Dover Beach** **Escape From the Old Country****TG p. 744-757** | **Close Read**TG p. 747: Analyze point of viewTG p. 751: Analyze rhythm, cadence and rhyme RL.12.6,  | **Analyze the Text**TG p. 754* Review and Clarify
* Present and Discuss
* Answer essential question

RL.12.1, SL.12.1, SL.12.4 | **Concept Vocabulary and Word Study**TG p. 754Words are about the strong feelings people have when they are far from homedesolationferventblanch Latin Root: -sol-L.12.4,L.12.4.a, L.12.4.d | **Analyze Craft and Structure**TG p. 755:Theme Universal themeCulturally specific themeHistorical contextRL.12.2 | **Conventions and Style**TG p. 756Forms of Addresspoint of viewdirect addressimplied audience RL.12.3, L.12.3 | **Speaking and Listening**TG p. 757Podcastinformative presentationdescriptive analysisroundtable discussion SL.12.1, SL.12.4 |  |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |

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| **Making Meaning** | **Language Development** | **Effective Expression** |
| **Days 23-25** |
| **The Widow at Windsor** **From Lucy:** **TG p. 758-767** | **Close Read**TG p. 761: Analyzing toneTG p. 762: Investigate simile RL.12.4, | **Analyze the Text**TG p. 764* Review and Clarify
* Present and Discuss
* Answer essential question

RL.12.1, SL.12.1, SL.12.4 | **Concept Vocabulary and Word Study**TG p. 764Words related to soldiers who served in the militarycavalrystoresrank Multiple-Meaning Words L.12.4, L.12.5 | **Analyze Craft and Structure**TG p. 765Author’s Choices: Structuredramatic monologuesRL.12.5 | **Conventions and Style**TG p. 766Dialect RL.12.4, L.12.3 | **Writing to Sources**TG p. 767Formal Analysisoverview explanationcompare-and-contrast analysis W.12.2, W.12.2.e |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a story or describes a single moment**Annotate:** Mark vocabulary and key passages to revisit**Connect:** Ideas within selection to what you already know and have read**Respond:** Complete Comprehension check  |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** |
| **Day 26** |
| TG p. 768-769Present a Panel DiscussionPrompt: What makes a place important enough to write about? | Standards: SL.12.1, SL.12.1.c, SL.12.4, SL.12.5, SL.12.6 |

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| **Overview: Independent Learning** |
| **Days 27-28** |
| TG p. 770-771, 772A-772F, 772-775Select and read a story from selections available online* St. Crispin’s Day Speech from Henry V, Act IV, Scene iii BY William Shakespeare
* Home Thoughts, From Abroad by Robert Browning
* from The Buried Giant by Kazuo Ishiguro
* My Old Home by Lu Hsun
* from Writing as an Act of Hope by Isabel Allende
 | Standards: RL.12.10, RI.12.10 |

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| **End-of-Unit Performance-Based Assessment** |
| **Days 29-30** |
| TG p. 776-779Writing to Sources: Informative Essay Prompt: In what ways is home both a place and a state of mind?Speaking and Listening: Media Presentation | Standards: W.12.2.a-f, W.12.10, SL.12.1, SL.12.1.a, SL.12.4, SL.12.5, SL.12.6  |