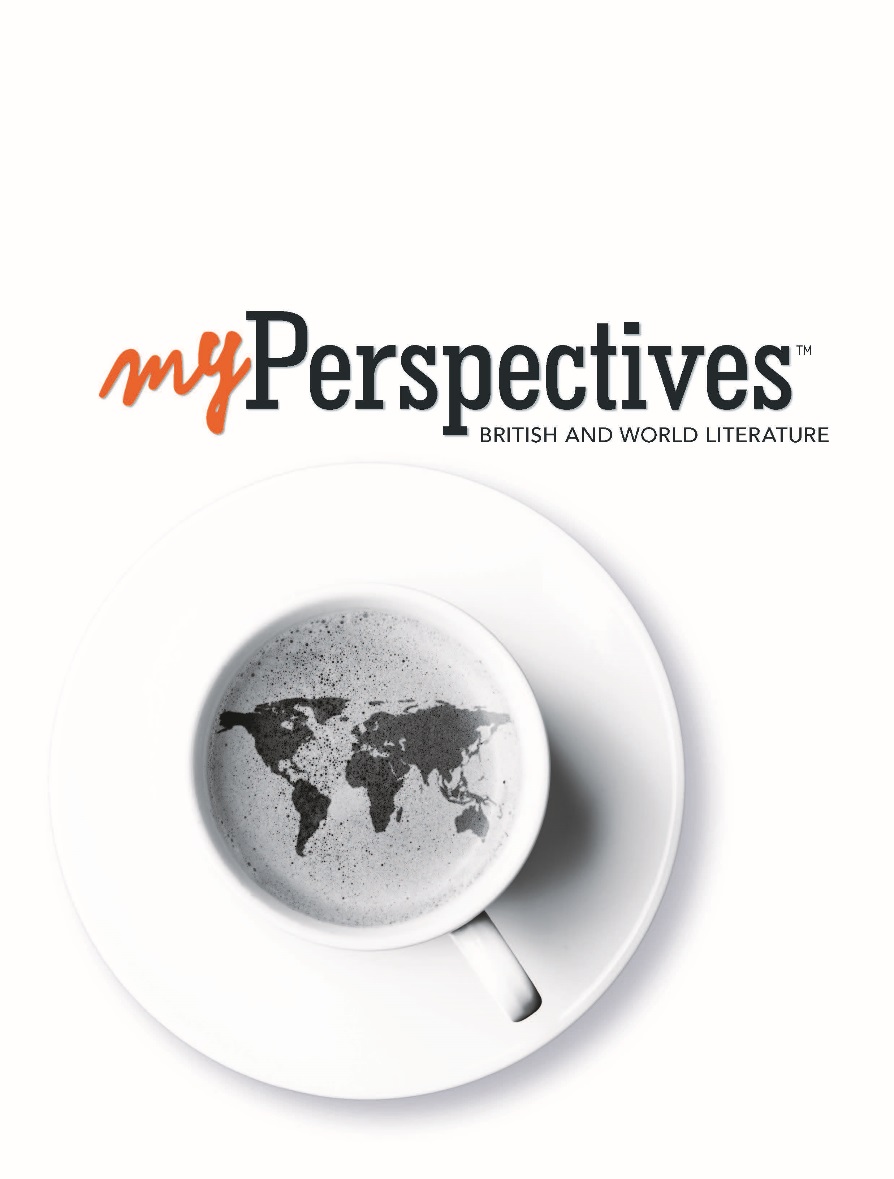
**CA Grade 12 Curriculum Map**

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CALIFORNIA

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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: 750–1066  Ancient 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 argument Prompt: 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,**  **PI.5, PI.7, PI.12.B; PII.3** | 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** | | |
| **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 | **ELD** |

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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 exposition  TG: p. 21: Analyze antagonist features  TG: p. 22: Mark the  repeated word in lines 67–73.  TG: p. 23: Analyze apposition  TG: p. 24: I mark phrases in lines 158–164 that describe how the watchman reacts to Beowulf.  TG p. 25: Analyze the Epic Hero  TG p. 26: notice heroic deeds  described by Beowulf  TG p. 28: find two phrases that describe  Grendel  TG p. 31: Traits of an Epic Hero  TG p. 32: notice words and phrases  that have a musical quality.  TG p. 33: Analyze historical context  TG p. 34: Reflect on theme  TG p. 35: Analyzing tone  TG p. 36: Analyze for meaning  TG p. 38: Analyze conflict  TG p. 39: Mark details in lines 743–770 that show what Beowulf’s men were like in the beginning and how they changed  TG p. 41: look for details that explain how Beowulf wants to be buried and remembered  TG p. 42: Analyze character  RL.12.2, RL.12.3  PI.1, PI.3, PI.6, PI.6c, PIII | **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. 45  Structure epic epic hero archetypal patterns  RL.12.3, RL.12.5,  PI.6a | **Concept Vocabulary and Word Study**  TG p. 46  words related to monsters or predatory beasts  lair stalked gorge gruesome writhing loathsome  Anglo-Saxon Suffix: *-some*  L.12.4.b, L.12.4.c | **Conventions and Style**  TG p. 47  Using Syntax for Elaboration  syntax  apposition diazeugma  L.12.3.a | **Writing to Sources:**  TG p. 48  Comparison-and-Contrast Essay  W.12.2, W.12.2c,  PI.6a, PII.2b | **Speaking and Listening:**  TG p. 49  Research Presentation  SL.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 mood  TG p. 53: Comprehend sequence of events  TG p. 54: Analyze theme  TG p. 55: Analyze design elements in a graphic novel  TG p. 56: Analyze sensory detail in images  TG p. 57: Comparing characters in a graphic novel  RL.12.2, RL.12.3  PI.6, PI.9 | **Analyze the Media**  TG p. 59   * Respond * Analyze * Historical perspective * Answer the Essential Question   RI.12.1 |  | **Media Vocabulary**  TG p. 59  palette  panel composition  angle perspective  lighting/color    L.12.6 |  | **Writing to Compare**  TG p. 60-61  Formulating a Claim  Counterclaims  critical evaluation  W.12.1, W.12.1.a, W.12.1.b, W.12.1.f, W.12.5, W.12.9.a  PI.11, PII.1 |  |
| **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. 62-69  Mode: Write an argument Prompt: 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, PI.5, PI.7, PI.12.B; PII.3 | | |

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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 Argument  Prompt: What heroic traits does the traditional war hero exhibit?  **SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6, PI.9** | 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** | |
| **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 | **ELD** |

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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 speaker  TG p. 79: Analyze the sound of a poem  RL.12.4  PI.8 | **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. 82  Word Choice and Theme  diction tone  theme    RL.12.2 | **Concept Vocabulary and Word Study**  TG p. 81  words that are related to affection and admirationembrace adore honor  Latin Prefix: *ad-*  RL.12.4  L.12.4, L.12.4.b, L.12.4.c | **Conventions and Style**  TG p. 83  Coordinating Conjunctions  L.12.1, L.12.2, L.12.3  PII.7 |  |
| **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 speaker  TG p. 87: Analyze a free verse poem  TG p. 89: Analyze rhyme and meter  PI.8 | **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. 92  Word Choice and Theme  diction tone theme irony    RL.12.2, RL.12.6 | **Concept Vocabulary and Word Study**  TG p. 91  words that describe negative qualities of people or things  impertinent putrid vile  Latin Prefix: *ad-*  RL.12.4  L.12.4, L.12.4.c, L.12.5.b | **Conventions and Style**  TG p. 93  Types of Phrases  Preposition  prepositional phrase  object of the preposition  L.12.1, L.12.3  PII.7 | **Writing to Compare:**  TG p. 94-95  Compare-and-Contrast Essay  W.12.2, W.12.2.a, W.12.5, W.12.9.a  Sl.12.1.a-d  PI.4, PII.2B, PII.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** | | | | **Effective Expression** | | | **NOTES:** |
| **Day 25** | | | | | | | |
| **Harry Patch:**  **TG p. 96-99** | **Close Review**  TG p. 97: Analyzing visual composition  PI.6 | **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. 98  navigation embedded video slide show  L.12.6 | **Writing to Sources**  TG p. 99  Critical Analysis  research 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. 100-101  Present an Argument  Prompt: What heroic traits does the traditional war hero exhibit? | | | | | Standards: SL.12.1.a-d, SL.12.4, SL.12.5, SL.12.6, PI.9 | | |

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| **Overview: Independent Learning** | |
| **Day 28** | |
| TG p. 102-103, 104A-104F, 104-106  Select 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. 107-111  Mode: Write an Argument  Prompt: Which contributes more to heroism—sacrifice or success?  Speaking and Listening: Speech  Standards: 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 and  The 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: 1066–1485  England: 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 difference  between 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, PI.8** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  How do people come to have  different 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 | **ELD** |

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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 year  TG p. 130: Analyze author’s note  TG p. 131: annotate at least four vivid details that describe the Knight and his son, the Squire  TG p. 133: annotate the details that suggest sensitivity  TG p. 134: mark details that suggest a fine, luxurious lifestyle  TG p. 135: Identify social commentary  TG p. 136: Identify irony and sarcasm  TG 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 inviting  TG p. 142: 473–486 that show how widely the Wife of  Bath has traveled  TG p. 143: Analyze tone  TG p. 144: annotate the details that  describe how the Miller treats his customers  TG p. 146: find and  annotate phrases that appeal to my sense of sight, touch, and smell  TG p. 147: notice and annotate phrases that identify objects  TG p. 148: Recognizing voice  TG p. 150: Mark the offer in lines 807–829 that the Host of the Tabard Inn makes to the pilgrims  RL.12.4, L.12.5, PI.6 | **Analyze the Text**  TG p. 154   * Contrast * Analyze * Interpret * Historical perspective * Answer Essential Question   RL.12.1  PI.6 | **Analyze Craft and Structure**  TG p. 155  Author’s Choices: Character Development  Characterization  Direct characterization  Indirect characterization  Social commentary  RL.12.3  PI.6b | **Concept Vocabulary and Word Study**  TG p. 156  words suggesting character traits or personality  valiantly personable sincerity eminent discreet diligent  Latin Suffix: -able  L.12.4.b, L.12.4.c, L.12. 4.d | **Conventions and Style**  TG p. 157  Author’s Choices: Structure  heroic couplet closed couplet enjambment  iambic pentameter  RL.12.5 | **Writing to**  **Sources**  TG p. 158  Response to Criticism  W.12.1 | **Speaking and Listening**  TG p. 159  Narrative Presentation  SL.12.4, W.12.2  PI.9 |
| **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. 163  delivery gesture audience reaction  L.12.6 | | **Writing to**  **Sources:**  TG p. 164-165  Argumentative essay  RL.12.7, W.12.1, W.12.1.a, W.12.9.a  PI.5 |
| **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, PI.8 | |

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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* by  Virginia 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 have  different 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 | **ELD** |

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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 context  TG p. 181: Identify cause and effect  TG p. 182: Analyze evidence  TG p: 183: Analyze diction and tone  PI.5 | **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. 187  Historical Writing  primary source  secondary source  RI.12.1, RI.12.3  PI.6 | **Concept Vocabulary and Word Study**  TG p. 186  words related to political turmoil  demagogue animosity provoke  Greek Root Word: agogos  L.12.4, L.12.4.c, L.12.4.d | **Conventions and Style**  TG p. 188  Author’s Choices: Text Structure  chronological order cause-and-effect  RI.12.3 | **Speaking and Listening**  TG p. 189  Discussion  debate panel discussion role-play  SL.12.1, S  L.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. 195  Interaction and Development of Ideas  argument paradigm claim  RI.12.1, RI.12.3, RI.3.5 | **Concept Vocabulary and Word Study**  TG p. 194  words related to preferences  gifted  taste fancy  Multiple-Meaning Words  L.12.4, L.12.4.a, L.12.4.d | **Conventions and Style**  TG p. 196  Changing Usage  L.12.1, L.12.1.a, L.12.1.b, L.12.4.c | **Writing to Sources**  TG p.197  Argument  updated argument about Judith argument with narrative argument about society's power  W.12.1, W.12.1.a, W.12.1.b  PI.6a |
| **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 metaphor  TG p. 202: Analyze a symbol  TG p.203: Analyze a stream of consciousness  TG p. 205: Analyze a contrast  TG p. 206: Analyze an anecdote  TG p. 208: Analyze tone  TG p. 209: Analyze a Simile  L.12.5  PII.4 | **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 Context  Perspective  RI.12.3, RI.12.6 | **Concept Vocabulary and Word Study**  TG p. 212    Words about groups of people in social classes within a society  subjugation privileged fellowships  Latin Prefix: sub-  L.12.4, L.12.4.a, L.12.4.b | **Conventions and Style**  TG p. 214  Stylistic Devices  amplification compression allusion irony  RL.12.4, RL.12.6, RI.12.6, PI.4 | **Speaking and Listening**  TG p. 215  Digital Presentation  historical infographics oral biographical profile contemporary connection  SL.12.4, SL.12.5 |
| **First Read**  **Notice:** new information or  ideas 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 documents  TG p. 219: Analyzing public documents  TG p. 242: Interpret tone  PII.3 | **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. 222  rows and columns headings statistics  RI.12.5 | | **Research**  TG p. 223  Profile  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. 224-225  Present a Reader’s Theater  Prompt: 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, 229-231  Select 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. 232-235  Explanatory Essay  Writing 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, PI.1, PI.5 |

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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: 1485–1625  Renaissance 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 Style  W.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, PI.8, PII.1, PII.2 | 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** | |
| **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 | **ELD** |

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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 devices  TG p. 262: Investigate character  TG p. 263: Analyze plot  TG p. 264: mark  words and phrases that describe the witches' appearance and behavior.  TG p. 265: Examine character  TG p. 266: Track rising action  TG p. 269: mark the metaphor, or implied comparison, in Duncan’s speech  to Macbeth  TG p. 270: Interpret Soliloquy  TG p. 271: mark  details related to time  TG p. 272: Consider motive  TG p. 275: Interpret dialogue  RL.12.3, RL.12.3, RL.12.4  PI.6, PI.8 | **Analyze the Text**  TG p. 277:   * Interpret * Cause and effect * Analyze   RL.12.1 | **Analyze Craft and Structure**  TG p. 278  Author's Choices:  Structure tragedies internal conflict soliloquy  RL.12.5  PII.1; PII.2; PII.6 | **Concept Vocabulary and Word Study**  TG p. 277  words related to warfare  revolt captivity assault flout rebellious treasons  Latin Root: -bell-  L.12.4.c | **Speaking and Listening**  TG p. 279  Soliloquy  SL.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 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 pronouns  TG p. 284: highlight the short sentences of dialogue between Macbeth and Lady Macbeth  TG p. 286: Interpret symbols  TG p. 287: Analyze verse  TG p. 288: Explore dialogue  TG p. 289: notice and highlight the adjectives in Macbeth’s question  TG p. 291: Investigate symbolism and imagery  PI.6, PI.8, PII.1 | **Analyze the Text**  TG p. 293   * Describe * Draw conclusions * Make inferences   RL.12.1 | **Analyze Craft and Structure**  TG p. 294    Author's Choices: Structure iambic foot trochaic foot anapestic foot iambic pentameter blank verse prose comic relief  RL.12.5 | **Concept Vocabulary and Word Study**  TG p. 293  words related to falseness and betrayal  allegiance stealthy equivocate sacrilegious counterfeit breach  Suffixes and Parts of Speech  L.12.2.b, L.12.4.b | **Writing to Sources**  TG p. 295  Psychological Report  W.12.1, PI.11, PI.12 |
| **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 irony  TG p. 301: Mark the rhyming words in lines 4–7  TG p. 303: Mark the short statements in lines 15–18  TG p. 304: note and highlight the  adjectives that Macbeth uses to describe himself  TG p. 306: Explore characterization  TG p. 308: Analyze characterization    RL.12.3, RL.12.4  PI.6, PI.8, PII.1 | **Analyze the Text**  TG p. 311   * Analyze * Evaluate * Interpret   RL.12.1 | **Analyze Craft and Structure**  TG p. 312  Author's Choices: Structure  Crisis  Turning point  Climax  Catastrophe    RL.12.3,RL.12.5  PI.10, PI.12 | **Concept Vocabulary and Word Study**  TG p. 311  Words that reveal emotional turmoil  foully rancors incensed malice enrages malevolence  Latin Prefix: mal-  L.12.4.b, L.12.4.d | **Speaking and Listening**  TG p. 313  Oral Recitation and Discussion  RL.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 foreshadowing  TG p. 316: Mark the repeating lines in the witches’ speeches  TG p. 317: Explore character  TG p. 318: Analyze theme  TG p. 321: Exploring archetypes  TG p. 323: Recognize irony  TG p. 324: Consider motivation  TG p. 329: Mark the word that Macduff repeats in lines  216–219.  RL.12.3  PI.1, PI.3 | **Analyze the Text**  TG p. 331   * Interpret * Analyze * Make inferences   RL.12.1 | **Analyze Craft and Structure**  TG p. 332    Imagery and Archetypes  imagery archetype  RL.12.3  PI.6 | **Concept Vocabulary and Word Study**  TG p. 331  Words related to right and wrong  pernicious laudable avaricious integrity sanctity treacherous  Antonyms  L.12.4.c, L.12.5 | Conventions and Style  TG p. 333  Exclamatory Phrases  RL.12.3, L.12.3 | **Writing to Sources**  TG p. 333  Psychological Report  W.12.1, PI.11, PI.12 |
| **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 mood  TG p. 336: mark  details that relate to being soiled or unclean  TG p. 337: Analyze minor characters’ reactions  TG p. 338: Analyze figurative language  TG p. 340: Analyze extended metaphors  TG p. 342: 17–28, mark details that relate to the ideas of  foolishness or futility.  TG p. 345: mark  details that relate to the witches’ prophesies  PI.5,PI.6, PI.8, PI.9, PIII | **Analyze the Text**  TG p. 348   * Interpret * Evaluate * Historical perspectives * Answer essential question   RL.12.1 | **Analyze Craft and Structure**  TG p. 349    Shakespearean Tragedy  tragic character tragic flaw dramatic irony  RL.12.1, RL.12.3, Rl.12.5 | **Concept Vocabulary and Word Study**  TG p. 350  Words related to order and disorder  perturbation agitation  purge antidote pristine usurper  Latin Root:  -turb-  L.12.4.c, L.12.4.d | **Conventions and Styles**  TG p. 351  Hyphenation of Compound Adjectives  Compound adjective  Hyphen  L.12.2, L.12.2.a | **Writing to Sources**  TG p. 352  Psychological Report  W.12.1  PI.7 | **Speaking and Listening**  TG p. 353  News Report  SL.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 performance  TG p. 312: Examine labeling and captions  TG p. 313: Understand composition  TG p. 314: Scrutinize Composition  RI.12.7 | **Analyze the Media**  TG p. 357   * Answer the Essential Question   RL.12.7 | **Media Vocabulary**  TG p. 357  sound effects editing pacing  L.12.6 | | **Writing to Compare**  TG p. 358  Comparison-and Contrast Essay  Interpretation  RL.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. 360-367  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 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  PI.8, PII.1, PII.2 | |

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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**  **PII.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**  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 | **ELD** |

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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 imagery  TG p. 376: Analyze rhyme  PI.6,PI.8 | **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. 381  Development of Theme  sonnet Shakespearean sonnet  Spenserian sonnet  RL.12.2, RL.12.5 | **Concept Vocabulary and Word Study**  TG p. 380  words related to human endeavor  toil assay devise  Multiple-Meaning Words  L.12.4, L.12.4.a | **Conventions and Style**  TG p. 382  Word Choice  figurative language  Similes  Metaphors  Personification  RL.12.4  PI.12 | **Writing to Sources**  TG p. 383  Response to Literature  reflection introduction to an anthology explanatory statement  W.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 cohesion  TG p.389: Interpret a paradox  TG p. 390: Interpret allusions  TG p. 393: Integrate quotations  TG p. 394:Analyze a conclusion  PI.1, PI.3, PI.6, PI.7,PI.8, PII.4, PII.6 | **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. 397  Analyze Arguments  central idea  claim  supporting evidence  RI.12.9  PI.6, PII.1, PII.7 | **Concept Vocabulary and Word Study**  TG p. 396  Words related to how something is seen or viewed  perception unambiguous idiosyncratic  Affixes  L.12.4, L.12.4.a, L.12.4.b, L.12.4.c | **Conventions and Style**  TG p. 398  Quotations  quotation marks block quotations attribution  L.12.3 | **Speaking and Listening**  TG p. 399  Panel Discussion  SL.12.1.c, SL.12.1.d  PI.1, PI.9 |  |
| **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. 400-401  Present an Argument Prompt: 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  PII.6 | | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 402-403, 404a-404f, 404-407  Select 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. 408-411  Writing to Sources: Argument Prompt: 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 PI.1, PI.8 |

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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: 1625–1798  A 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**  **PI.6, PI.7, PI.8** | **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 and  disillusion 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.12.1, 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 | **ELD** |

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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 to  stillness and other details related to motion  TG p. 430: Analyze personification  L.12.5, PI.1 | **Analyze the Text**  TG p. 432   * Interpret * Compare and Contrast * Historical perspective * Answer essential question   RL.12.1 | **Analyze Craft and Structure**  TG p. 433  Impact of Word Choice  metaphysical poetry conceit paradox irony  L.12.5.a  PI.6; PI.8 | **Concept Vocabulary and Word Study**  TG p. 434  Words related to the sacred or spiritual  virtuous profanation laity dreadful delivery eternal  Latin Suffix: -ous  L.12.4.c, L.12.4.b | **Conventions and Style**  TG p. 435  Varying Syntax: Periodic Sentences  periodic sentence syntax  RL.12.5, L.12.1, L.12.3, L.12.3.a  PII.1; PII.2 | **Writing to Sources**  TG p. 436  Narrative Scene  W.12.3, W.12.3.b, W.12.3.e | | **Speaking and Listening**  TG p. 437  Comparison of Poems  WL.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 character  TG p. 442: notice and  highlight details that describe how Gulliver walks into town  TG p. 443: notice and highlight the details about why people in Lilliput  are fighting    RL.12.3,  PII.1, PII.2 | **Analyze the Text**  TG p. 446   * Make Inferences * Cause and Effect * Connect * Historical perspective * Answer essential question   RL.12.1  PI.1, PI.5 | **Analyze Craft and Structure**  TG p. 447  Author’s Point of View: Satire  satire hyperbole understatement verbal irony  RL.12.6  PII.6; PII.7 | **Concept Vocabulary and Word Study**  TG p. 448  Words related to government and politics  proclamation faction imperial dominions edict ambassadors  Latin Root: -dict-  L.12.4.c, L.12.4.d | **Conventions and Style**  TG p. 449  Participial and Gerund Phrases  participle phrase gerund phrase  L.12.1, L.12.3, L.12.3.a | | **Writing to Sources**  TG p. 450  Satiric Narrative  W.12.3, W.12.3.d, W.12.4, PI.9; PI.11 | **Speaking and Listening**  TG p. 451  Reflective Narrative on Perspective  SL.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 characterization  TG p. 454: Analyze design | **Analyze the Media**  TG p. 457   * Classify * Evaluate * Generalize * Categorize * Answer the Essential Question | **Media Vocabulary**  TG p. 457  cinematography superimposition mime cover design typography  realism and stylization    RL.12.6 | | **Writing to Compare**  TG p. 458-459  Critical Evaluation  RL.12.7, W.12.1.a,  W.12.1.b, W.12.1, W.12.5, W.9.a, PII.6 |  | |
| **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,  PI.6, PI.7, PI.8 | | |

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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**  **PI.7, PI.9** | **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 and  disillusion 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 | **ELD** |

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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 Theme  theme style  tone imagery  RI.12.2 | **Concept Vocabulary and Word Study**  TG p. 477    Words describe levels of energy  sport languish  L.12.4.a, L.12.4.b | **Conventions and Style**  TG p. 479  Expressing Theme With Verb Mood  mood indicative  imperative subjunctive  conditional  L.12.2, L.12.2.a  PII.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 18-20** | | | | | | |
| **To the Virgins**  **Youth’s the Season**  **TG p. 480-489** | **Close Read**    PI.8; PI.12; PII.5 | **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. 486  Development of Theme  theme style tone  Imagery  irony  RL.12.2, RL.12.5  PI.8, PI.9, PII.5 | **Concept Vocabulary and Word Study**  TG p. 485  Words related to the passage of time  succeed prime season  Latin Root: -prim-  L.12.4, L.12.4.a, L.12.4.b, L.12.4.c | **Conventions and Style**  TG p. 487  Varying Syntax:  Balanced Sentences  Parallel Structure  Antithesis  L.12.1, L.12.3, L.12.3.a | **Writing to Compare**  TG p. 488-489  Style  Tone  Imagery  RL.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 image  TG p. 493: Analyzing an opening event  TG p. 495: Tracking key details  TG p. 498: Analyze imagery  RI.12.2, PI.1, PI.5, PI.6 | **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. 501  Author’s Choices: Symbolism    RL.12.1, RL.12.4 | **Concept Vocabulary and Word Study**  TG p. 500  Words that describe formation  jutted converged entwining  Latin Prefix: con-  L.12.4, L.12.4a, L.12.4.b, L.12.4.c | **Conventions and Style**  TG p. 502  Rhetorical Devices:  Periphrasis  Allusion  RL.12.3, RL.12.4, L.12.5.a, PI.8; PII.5 | **Research**  TG p. 503  Presentation With Graphics  illustrated map  annotated timeline  diagram of a vision  W.12.2, W.12.6, W.12.7, SL.12.1, SL.12.5, SL.12.6, PI.1, PI.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 selection |

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| **Making Meaning** | | | | | | | **Effective Expression** |
| **Day 23-24** | | | | | | | |
| **Araby:**  **TG p. 504-515** | **Close Read**  TG p. 505: Analyze personification  TG p. 507: Analyze analogy and metaphor  L.12.5, PI.7 | **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. 513  Narrative Structure  first-person narration epiphany inferences    RL.12.5, PI.9; PI.12; PII.5 | **Concept Vocabulary and Word Study**  TG p. 512  Words related to enduring unpleasant situations  tedious chafed intolerable  Word Families  L.12.4, L.12.4.a, L.12.4.b, L.12.4.d | **Conventions and Style:**  TG p. 514  Varying Sentences: Loose Sentences  RL.12.3, RL.12.5, L.12.1, L.12.3., L.12.3.a | **Writing to Sources**  TG p. 515  Comparison-and-Contrast Essay  RL.12.9, W.12.2, W.12.9, W.12.9.a  PI.10, PI.12, PII.5 | |
| **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    PI.6; PI.8 | **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. 523  Impact of Word Choice  imagery  sound devices alliteration consonance assonance    RL.12.4, PI.2; PI.10 | **Concept Vocabulary and Word Study**  TG p. 522  Words are about vision or ways of seeing things  dimmed prismatic wavered  Multiple-Meaning Words  L.12.4, L.12.5 | | **Conventions and Style:**  TG p. 524  Meter and Free Verse  meter foot iamb trochee free verse  RL.12.5 | **Speaking and Listening**  TG. p. 525  Response to Literature  panel discussion poetry reading multimedia 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. 526-527  Present a Reflective Narrative  Prompt: \_\_\_\_\_\_\_\_\_'s world changed forever when . . .. | | | | | Standards: SL.12.1, SL.12.4, PI.7, PI.9 | | | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 528-529, 530A-530F, 530-533  Select 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. 534-537  Writing to Sources: Reflective Narrative Writing 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  PI.8; PII.6 |

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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: 1798–1832  An 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**  **PI.2, PI.10, PI.12, PII.6** | **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** | |
| **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 | **ELD** |

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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: Pay  attention to the sound of the words the poet chose  TG p. 556: look for  details that show the speaker is addressing the  river directly  TG p. 557: look for  words that show the roles nature plays for the  speaker  TG p. 558: Analyze theme  TG p. 560: Note the author’s use of words starting with s  RL.12.2, RL.12.4,  PI.6, PI.7 | **Analyze the Text**  TG p. 564   * Interpret * Connect * Historical perspectives * Answer the essential question   RL.12.1 | **Analyze Craft and Structure**  TG p. 565  Literary Movement: Romanticism  Romanticism Romantic Philosophy  Emphasis on the Self  Emphasis on Freedom  Romantic Aesthetic  Ordinary Diction  Sensory Language  RL.12.2, RL.12.4  PI.1. PI.10 | **Concept Vocabulary and Word Study**  TG p. 566  Words related to positive spiritual or emotional states  tranquil sublime serene harmony bliss desire  Denotation and Nuance  L.12.4.c, L.12.5, L.12.5.b | **Conventions and Styles**  TG p. 567  Wordsworth’s Poetic Structure Lyric poetry  Variable Stanza Lengths  Simple Language  Blank Verse  Fluid Line Breaks  enjambment  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 conflict  TG p. 604: notice and annotate the details that focus on the negative  aspects of life  TG p. 572: notice and annotate the words and phrases used to describe  death  TG p. 573: notice  that the poet uses the same word to end one stanza and begin the next  TG p. 575: Mark rhyming words at the ends of lines  in part III  TG p. 576: Mark details in part IV in which the speaker compares himself  to something else  RL.12.2, 2 RL.12.4 | **Analyze the Text**  TG p. 578   * Interpret * Connect * Answer the essential question   RL.12.1  PI.5, PI.6, PI.8 | **Analyze Craft and Structure**  TG p. 579  Literary Movement: Romanticism  themes ode  RL.12.2, RL.12.5 | **Concept Vocabulary and Word Study**  TG p. 580  Words related to death and decay  hemlock requiem corpse decaying dirge sepulcher  Latin Root:  -corp-  RL.12.5, L.12.4.c | **Conventions and Styles**  TG p. 581  Use of Symbolism  Symbol  Theme  RL.12.4, L.12.5  PI.8, PI.11A | **Writing to Compare**  TG p. 582-583  Informative 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: notice  and highlight the details that convey intense emotion and describe the way the Creature describes himself  TG 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 nature  TG p. 590: Analyze characterization  TG 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 Emotions  TG p. 594: mark the highlights of the Creature’s plan for his future  TG p. 596: mark details that relate to the physical setting  PI.7, PI.8, PII.3 | **Analyze the Text**  TG p. 598   * Analyze * Evaluate * Historical perspectives * Answer essential question   RL.12.1  PI,6, PI.2 | **Analyze Craft and Structure**  TG p. 599  Literary Movement: Gothic Literature  Novel  RL.12.5, RL.12.8, RL.12.9, L.12.5 | **Concept Vocabulary and Word Study**  TG p. 600  Words related to negative perceptions and reactions  hideous odious despair dread consternation malicious  Latin Root: -mal-  L.12.4.B, L.12.4.d, L.12.5 | | **Conventions and Style**  TG p. 601  Commas in Elliptical Sentences  elliptical sentence  L.12.1, L.12.2 | **Writing to Sources**  TG p. 602  Personal Narrative  W.12.3. W.12.3.a, W.12.3.b  PII.3 | **Speaking and Listening**  TG p. 603  Research Presentation  SL.12.1, SL.12.2, SL.12.5  PI.7, PII.10 |
| **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. 604-611  Write a Personal Narrative  Prompt: 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, PI.2, PI.10, PI.12, PII.6 | | | |

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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 Past  Can 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 | | | **ELD** | |
| **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. 621  Author’s Choices:  Modernist Structures modernism stream-of-consciousness narration nonlinear narratives  Psychologies  RL.12.3, RL.12.5  PI.8 | | **Concept Vocabulary and Word Study**  TG p. 620  Words all evoke a dreary mood  solemnity leaden dejected  Anglo-Saxon Suffix: -en  L.12.4, L.12.4.b | | **Conventions and Style**  TG p. 622  Using Dashes for Effect  L.12.2, L.12.3 | **Speaking and Listening**  TG p. 623  Oral Presentation panel discussion debate response to literature  SL.1, SL.1.a,  SL.1.b | |  |
| **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 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 apostrophe  TG p. 629: Analyze figurative language  L.12.5, PI.6 | **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. 633  Figurative Language  figurative language simile metaphor personification oxymoron apostrophe    RL.12.4, L.12.5 | **Concept Vocabulary and Word Study**  TG p. 632  Words that describe things as being unpleasant  torrid sordid stagnant  Cognates  L.12.4, L.12.4.c, L.12.5 | | **Conventions and Style**  TG p. 634  Archaic Diction  L.12.1, L.12.1.a | **Research**  TG p. 635  Historical Investigative Research Report  report that compares report that explains report that analyzes  W.12.7, W.12.8, PI.9, PI.10a | |
| **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. 642  Words all describe intangible attributes of things  innocuous illusory impalpable  Latin Prefix: in-  L.12.4.b, L.12.4.d | **Analyze Craft and Structure**  TG p. 643  Impact of Word Choice on Themes  sensory language  RL.12.4, L.12.5  PI.1, PI.10a | | **Conventions and Style**  TG p. 644  Rhetorical Devices  rhetorical device anaphora  RL.12.5  PI.8, PI.10 | **Writing to Sources**  TG p. 645  Narrative  narrative retelling fictional diary entry extension  W.12.3  PI.10, PII.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 |

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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 style  TG p. 650: Analyze tone TG p. 653: Analyze scientific articles    PI.1, P1.3 | **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. 655  Words are all related to psychology and the study of the mind  amnesia cognitive pathological  Greek Prefix: a-  L.12.4.a, L.12.4.b | **Analyze Craft and Structure**  TG p. 656  Science Journalism  science journalism purposes  RI.12.4, RI.12.6  PI.3, PI.8, PI.11 | **Conventions and Style**  TG p. 656  Technical Writing and Audience  technical writing definition  simile metaphor  L.12.3 | **Writing to Sources**  TG p. 657  Narrative  narrative retelling fictional diary entry extension  W.12.3, PI.10, PII.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 |

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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. 661  Words to use while discussing radio broadcasts  host correspondent interviewee  L.12.6 | **Writing to Compare**  TG p. 662  Evaluative Essay  RI.12.7, W.12.1.a, W.12.1, W.12.5, W.12.9.b, PI.10b |  | | |
| **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, 668-671  Select 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. 672-675  Writing 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  P1.9, P10, PI.11; P1.12 |

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| **GRADE 12, UNIT 6 : Finding a Home** | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: The British Empire Sets  Its 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–Present  A 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**  **PI.10, PI.11** | **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, PI.10, PI.11 | **ELD** |

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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 him  TG 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 course  TG p. 696: Investigate setting  TG p. 697: notice  and 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, PI.6 | **Analyze the Text**  TG p. 700:   * Interpret * Make inferences * Historical perspectives * Answer essential question   RL.12.1 | | **Analyze Craft and Structure**  TG p. 701  Author's Point of View and Purpose  essay point of view author's purpose  RI.12.6  PI.7 | | **Concept Vocabulary and Word Study**  TG p. 702  Words related to encounters between cultures  assimilate entitlement upbringing myriad indigenous hybrid  Etymology and Usage  L.12.1.a, L.12.1.b, L.12.3 | **Conventions and Style**  TG p. 703  Voice and Development of Ideas  rhetorical question sentence fragment  RI.12.6  PI.8, PI.12 |  | |
| **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 Europeans  TG p. 706: mark sentences that show  Orwell’s feelings about the British and Burmese  TG p. 707: mark details that describe the events that are taking place  TG p. 708: mark adjectives that  Orwell uses to describe his mission  TG p. 709: In paragraph 9, mark the details of Orwell’s  Plan  TG p. 710: paragraph 14, mark people’s responses to the killing of the elephant  RI.12.4, RI.12.3  PI.6a, PI.8 | | **Analyze the Text**  TG p. 712   * Interpret * Draw conclusions * Make a judgement * Historical perspectives * Answer the Essential Question   RL.12.1  PI.6 | | **Analyze Craft and Structure**  TG p. 713  Situational Irony  cultural conflict irony verbal irony situational irony  RI.12.1,RI.12.3 | **Concept Vocabulary and Word Study**  TG p. 714  Words related to political struggles  imperialism supplant despotic conventionalized resolute pretext  Word Origins and Connotation  L.12.4.b | **Conventions and Style**  TG p. 715  Formal and Informal Language  formal language informal language tone  RI.12.6, L.12.3  PI.8, PII.6 | **Writing to Sources**  TG p. 716-717  Compare-and-Contrast Essay  Voice  Tone  Diction  Sentence structure  RI.12.3, RI.12.5, W.12.2, W.12.2.a, W.12.2.c, W.12.2.f, W.12.9.b  PI.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 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  PI.10, PI.11 | |

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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**  **PI.1, PI.5** | **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** | |
| **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 | **ELD** |

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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 metaphor  TG p. 822: Understand eighth century texts  L.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. 736  Elements of Historical Writing  hierarchy    RI.12.1, RI.12.5  PI.10a, PII.2b | **Concept Vocabulary and Word Study**  TG p. 735  Words related to size or number  breadth abounding innumerable  Anglo-Saxon Suffix: -th  L.12.4.b, L.12.4.c | **Conventions and Style**  TG p. 737  Punctuation 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. 741  Words to use while discussing online encyclopedia articles  entry cross-reference hyperlink  L.12.6 | **Writing to Compare**  TG p. 742-743  Comparison-and Contrast Essay  RI.12.1, RI.12.7, W.12.2, W.12.5, W.12.5, W.12.9.b  PI.1, PI.3, PI.5, PI.10a |  | |
| **First Review**  **Explore:** the interactive media  to 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 view  TG p. 751: Analyze rhythm, cadence and rhyme    RL.12.6,  PI.1, PI.6c | **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. 754  Words are about the strong feelings people have when they are far from home  desolation fervent blanch  Latin Root:  -sol-  L.12.4,L.12.4.a, L.12.4.d | **Analyze Craft and Structure**  TG p. 755:  Theme  Universal theme  Culturally specific theme  Historical context  RL.12.2  PI.6c | **Conventions and Style**  TG p. 756  Forms of Address  point of view direct address implied audience  RL.12.3, L.12.3  PI.8 | **Speaking and Listening**  TG p. 757  Podcast  informative presentation descriptive analysis roundtable 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 tone  TG p. 762: Investigate simile    RL.12.4,  P1.7, PI.8 | **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. 764  Words related to soldiers who served in the military  cavalry stores rank  Multiple-Meaning Words  L.12.4, L.12.5 | **Analyze Craft and Structure**  TG p. 765  Author’s Choices: Structure  dramatic monologues  RL.12.5, PI.6c, PI.12a | **Conventions and Style**  TG p. 766  Dialect  RL.12.4, L.12.3, PI.8 | | **Writing to Sources**  TG p. 767  Formal Analysis  overview explanation compare-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. 768-769  Present a Panel Discussion Prompt: 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  PI.1, PI.5 | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 770-771, 772A-772F, 772-775  Select 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. 776-779  Writing 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, PI.7, PI.8, PI.12 |